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ABSTRACT

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section focuses on staff development for language teachers. An introductory chapter gives an overview of the guide and offers suggestions for identifying Training-of-Trainers (TOT) development needs for the overseas post and for the process of developing TOT and other training events. Subsequent chapters address: pre-TOT planning and preparation, including needs assessments and logistical and supply considerations; TOT design and implementation, including Staff Development Workshops, workshops for language trainer applicants, and the generic language training TOT; TOT program evaluation; and writing post-TOT final reports. (MSE)

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LANGUAGE COORDINATORS RESOURCE KIT

SECTION NINE

TRAINING OF TRAINERS

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LANGUAGE COORDINATORS RESOURCE KIT

SECTION NINE

TRAINING OF TRAINERS

Peace Corps
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LANGUAGE COORDINATORS RESOURCE KIT SECTION 9. TRAINING OF TRAINERS

1. INTRODUCTION

Section Overview

Training of Trainers 1

What Needs To Be Done

Identifying TOT Development Needs for Your Post 4

Time Line

Suggested Schedule for Developing TOTs and Other Training Events 6

2. PRE-TOT PLANNING AND PREPARATION

• NEEDS ASSESSMENT

How To Do It

Needs Assessment for TOTs 9

Samples from the Field

Open-ended Needs Assessment Questionnaire for a Regional Language TOT 10

Open-ended Needs Assessment Questionnaire for a Pre-PST TOT 11

• LOGISTICS AND ORGANIZATION

How To Do It

Logistical Considerations for TOTs 12

Samples from the Field

Supplies Lists for TOTs 13

3. TOT DESIGN AND IMPLEMENTATION

Overview

TOT Design: General Considerations 14

How To Do It

Training Session Design Formats 19

• STAFF DEVELOPMENT WORKSHOP

How To Do It

Staff Development Workshops 21

Samples from the Field

Sample SDW Schedule 28

• SELECTION TOT

How To Do It

Developing Selection TOTs 29

Samples from the Field

Sample Selection TOT Schedule 31

Samples from the Field

Combination Selection and Teacher Training TOT 34

• **GENERIC LANGUAGE TOT: GOALS, SCHEDULES, AND TRAINING DESIGNS**

How To Do It

Generic Language TOT: Goals, Schedules, And Training Designs 36

Sample Session Plans and Materials

1. Introduction To Peace Corps 38
2. Introduction to Peace Corps Language Programs 43
3. Learning Modalities 46
4. From Learning Styles to Lesson Plans 48
5. Adult Learning Theory/ CBC 55
6. Introduction to Language Textbooks 62
7. Teaching Techniques: Total Physical Response, Early Production, Dialogs/Charts, Charts/Information Gap, Role Play 64
8. Community Contact Assignments 66
9. Giving and Receiving Feedback 69
10. Grammar 71
11. Lesson Planning 74
12. Assessment 79
13. Self Directed Language Learning.
    Overview 89
    a. Independent Learning Concepts 90
    b. Language Learning Beliefs 93
    c. Needs Assessment 97
    d. Learning Strategies and Nutshell Lesson Plan 101
    e. Strategies/Nutshell Lesson Plan Review 107
    f. The Communication Process 109

4. TOT EVALUATION

How To Do It

Evaluating Staff Training Events 110

Samples From The Field

Sample TOT Evaluation Formats 112

5. POST TOT FINAL REPORTS

How To Do It

TOT Final Reporting Guidelines 114

Samples From The Field

Sample TOT Final Report 115

OVERVIEW

SECTION NINE: TRAINING OF TRAINERS

STAFF TRAINING AND PST: DIFFERENT MODELS FOR DIFFERENT SITUATIONS

The staff training in preparation for the Pre-Service Training (PST) is critical to the success of the training program. It provides the foundation for orienting and training of PST staff. Additionally, it is a useful opportunity to reflect on past training programs, review training materials and, as a team, begin to visualize and plan the PST. But specific training needs will vary a great deal from country to country. You may be preparing a training staff that is completely new to Peace Corps Training. You may need to combine the training aspects of the event with a need to select additional teachers to supplement a group of more experienced teachers. As a result, no single model is ideal for all situations, and you will need to design your own, based on the particular needs at your post. You should consider the following questions as you begin to design your own staff training events.

WHAT KINDS OF EVENTS?

As Language Coordinator, you will be involved in your own training of trainers, which you will need to design and conduct. In addition, you will participate in the design and delivery of the Staff Development Workshop. In some posts these two events occur together; in others they are separate events. In either case you need to organize sessions that orient your language teaching staff and other PST training staff to the goals, design and training methods of the language program, and help them improve their teaching.

At many posts, the staff training is divided into two separate events, a Staff Development Workshop (SDW) and a Training of Trainers (TOT).

- The SDW orients trainers to working for Peace Corps and addresses basic trainer skills. All trainers involved in the PST should attend this event.
- The TOT focuses on the skills and activities necessary to carry out the language training curriculum, although it may

also include an orientation to Peace Corps and other sessions of general relevance. The TOT participants are all the language component coordinators and trainers.
Whatever the arrangement at your post, it is likely that as language coordinator you will be involved in the design of the TOT and the design and delivery of some SDW sessions as well.

WHO FOR? BEGINNER VS. EXPERIENCED

Your design for TOT will depend in large part on who is involved in the training. A training staff with a long history of experience with PSTs will not need the same kind of training sessions as a group of people who are encountering Peace Corps, the principles of adult learning, and communicative language teaching for the first time.

WHAT IS IT FOR?

TOTs also have a variety of purposes. For example, training will be different for teachers working with a well-developed set of materials versus teachers who are also going to be developing lesson content during the PST. As suggested above, some posts combine the TOT with the final stage of teacher selection, and, thus, need to add an element of formal assessment into the training schedule. TOTs for community-based training programs are another variation. Because language trainers have a wider range of responsibilities in this kind of PST, the TOT needs to meet their needs for developing counseling techniques, structuring more Trainee-directed activities and getting by with fewer classroom resources.

TIME SCHEDULE AND LOGISTICAL CONSTRAINTS

TOTs will also vary depending on the budget, how much time is available, and when it occurs in relation to the start of the PST.

HOW DO I DESIGN IT?

Taking all the above considerations into account, and developing effective session designs is the big challenge for Language Coordinators. In many ways the challenges are similar to designing the PST, but with a shorter time frame to accomplish your goals. We have provided a number of different sample TOT designs, but, none will be completely applicable to your own situation, since the final design for your TOT will depend on the needs and constraints of your program and the staff that you are working with.

HOW DO I ORGANIZE IT?

As Language Coordinator, you will probably have the primary responsibility for all aspects of the TOT and will also need to consider logistical matters in addition to the training design. If you have experienced language teachers, you can call on them to provide input and assistance in both the design and delivery of the TOT. If you are at a new post, or experimenting with a new design, you might request help

from Peace Corps Washington, both in terms of resources and training personnel. Information about this kind of assistance is provided in Section 1 (Role of The Language Coordinator) of this Resource Kit.

WHAT THIS SECTION CONTAINS

This section contains information on:

- the steps involved in organizing the design and implementation of TOTs, including needs assessment and logistical preparations
- basic issues and general considerations for TOT design
- models of various kinds of staff training, including staff development workshops, selection TOTs and other kinds of pre-PST staff training
- session descriptions of sessions frequently included in TOTs
- guidelines and samples of evaluation techniques for the TOT
- guidelines and samples of TOT final reports

WHAT NEEDS TO BE DONE

IDENTIFYING TOT DEVELOPMENT NEEDS FOR YOUR POST

Every post needs different things to be done to ensure that there is a well-developed staff-training component in the Pre-Service Training. In some countries, the training program is well-established, and the post has many years of experience designing and implementing TOTs. In other countries, there may be little or no previous experience. And every country has, at one time or another, a "start-up program," where the post is programming Volunteers into a new technical area or a new language-region of the country, or piloting new training materials or training models, such as community-based training.

Peace Corps Language Coordinators developed this checklist to help you determine what needs you have in your program in the areas of TOT design and implementation. For each of the items below, select the letter of the response that best describes TOT development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed, and it needs to be done
D. Not completed, but not important at present

Items that you marked with a B or C will probably need further development.

TOT DEVELOPMENT NEEDS

_____ 1. Materials and procedures to determine training needs for your PST staff.

_____ 2. A variety of TOT and SDW training designs that meet the differing needs of differing groups of participants (language teachers only/whole PST training staff; experienced teachers/less-experienced teachers, etc.)

_____ 3. A TOT training calendar adapted to the needs of the PST calendar and other time constraints at your post

_____ 4. Well-developed logistical preparation schedules and training supplies checklist

_____ 5. Formal and informal assessment procedures and schedules for teachers in selection TOTs

_____ 6. A system for participant feedback about the effectiveness of the training design and specific sessions

_____ 7. A format for training session designs and an system for recording and preserving the most effective activities

_____ 8. An outline or format for the TOT final report

_____ 9. Systems for compiling information needed for final reports

TIME LINE

SUGGESTED SCHEDULE FOR DEVELOPING TOTS AND OTHER STAFF TRAINING EVENTS

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks that LCs are responsible for in designing and implementing TOTs and other staff training events. In the timeline below, all deadlines are for a "regular" language TOT. If planning a Selection TOT, you will need to meet deadlines that are one or two weeks earlier than those given, since this event will be followed by a general language TOT.

TOT PLANNING CHECKLIST	
14 WEEKS PRIOR TO GENERAL TOT	**Needs assessment process for TOT:** • For a beginner TOT (in cases where the post is new and/or it is a selection TOT just for new teachers) there may be no need to do a formal needs assessment because you have to start from the basic areas. • For a TOT with teachers who have experience working for PC language programs a needs assessment is absolutely necessary.
11 WEEKS PRIOR TO TOT	• Review needs assessment questionnaires. • Review evaluation forms from previous TOTs. • Review the PST language program evaluation forms (filled out by Trainees and teachers). • Talk to teachers and PCVs about what can make the language program better.

TEN WEEKS PRIOR TO TOT	• If you work at a post where there are no TOT materials, start working on the TOT design. • Review resources from general PC materials and materials from other countries and identify goals and objectives, topics, length.
EIGHT WEEKS PRIOR TO TOT	• Send a memo to the Admin. Officer with proposed dates for TOT, the budget you'll need and requirements for the training site.
SIX WEEKS PRIOR TO TOT	• Confirm training event site.
FOUR WEEKS PRIOR TO TOT	• Send letters to invite applicants to the selection TOT or hired teachers to the final TOT. • Review training design and make all necessary changes/revisions. • Review all handouts and make necessary changes/revisions. • Identify facilitators (if needed) and give them instructions on what to do. • Identify Admin. Coordinator for the training event. • Identify co-trainers and schedule "staff training". • Review evaluations and PST staff meeting notes from previous PST, and final PST report for ideas for training design. • Identify and order all training event materials and hardware. • Visit the proposed training site to check on facilities. • Prepare a TOT Supply List and submit it to the Admin. Officer.
THREE WEEKS PRIOR TO TOT	• Review and revise session designs. (if you have them from the previous year and if you think they need little or no revision). • Design a TOT Schedule. • Prepare lead trainer materials. • Prepare participant materials •Prepare necessary handouts. •*Note: If you do not have session designs from previous years and you have to prepare the design start much earlier. - See above.*

TWO WEEKS PRIOR TO TOT	• Prepare the training site. • Distribute a draft training schedule to participant staff. • Make necessary travel arrangements for PST staff and APCDs (Including memo to Travel Office to make necessary air ticket reservations.) • Identify and collect all resource materials to be taken to training event (including manuals, handouts and readings). • Check with the Admin. unit that everything on your Supplies List has been provided.
ONE WEEK PRIOR TO TOT	• Prepare the training site. • Organize all video and audio resources, including overhead projector, TV/Video, tape deck and short-wave radio. • Send materials to be photo-copied. • Meet with chosen "staff trainers" and discuss timing, length, schedule and content of staff training. • Prepare final schedule and assign responsibilities. • Conduct "Staff Training for Staff Training". • Check and confirm all transportation arrangements. • Pack up all training event materials. • Confirm that all copies have been made. • Review materials packed for training event. • Organize individual trainer materials. • Deliver TOT.

HOW TO DO IT

NEEDS ASSESSMENTS FOR TOTS

NEEDS ASSESSMENT

The basic principles and procedures for effective needs assessment were discussed in Section 3 (Curriculum Development) of this Resource Kit. You will probably want to review the guidelines and formats described there. In addition to those general principles, Language Coordinators have developed these suggestions for needs assessment processes for TOTs.

SUGGESTIONS FROM LANGUAGE COORDINATORS

- For a TOT with teachers who have already experience in working for PC language programs a needs assessment is necessary. Review evaluation forms from previous TOTs, review the PST language program evaluation forms (filled out by Trainees and teachers), and talk to teachers and PCVs about how to improve the language program. Then design and send needs assessment questionnairies to the teachers.
- In the needs assessment ask about the kind of process to be used in the TOT delivery (open space, structured sessions, work groups to produce or research different projects/plans.)
- If possible, share results of needs assessment with the group before they arrive or at the beginning of the TOT. This will give the participants an opportunity to prepare materials which they might need.

SAMPLES FROM THE FIELD

OPEN-ENDED NEEDS ASSESSMENT QUESTIONNAIRE FOR A REGIONAL LANGUAGE TOT

This TOT Needs Assessment Questionnaire was developed for a Regional Language TOT for Anglophone Africa countries. It can be a model for TOTs where the majority of your language training staff already have a lot of experience working with Peace Corps and the training materials in your program.

Language TOT Needs Assessment

We are looking forward to a helpful, productive language training workshop in Tanzania for Peace Corps programs in Anglophone countries in the Africa region April 19-May 1. In order to ensure that the workshop will meet the needs of both language instructors and coordinators, please respond to the following questions by **DATE**. Send your responses to **NAME**.

1. The workshop will include opportunities for materials sharing and several sessions on teaching methods using the Teacher Training Through Video materials. What additional topics do you consider most important to focus on? Please make **a prioritized list of topics**, keeping in mind the needs of both teachers and Language Coordinators.

2. What do you feel are the areas of greatest strength in your language training program?

3. What do you feel are the areas of greatest weakness in your language training program?

4. What suggestions do you have for the workshop planners?

Thank you for your contribution to the success of this training event.

SAMPLES FROM THE FIELD

OPEN-ENDED NEEDS ASSESSMENT QUESTIONNAIRE FOR A PRE-PST TOT

This needs assessment form was developed for a specific Pre-PST TOT. It outlines some of the perceived needs based on evaluation of feedback from previous PSTs and TOTs and offers the participants an opportunity to comment on how they would like to see the training structured. Obviously, this kind of form is most appropriate for programs where the majority of teaching staff have already had experience with PSTs and Peace Corps training. The actual forms provided more space for written comments than shown here.

Language TOT Needs Assessment

We are looking forward to a helpful, productive language training workshop in **PLACE** on **DATES**. In order to ensure that the workshop will meet the needs of the language program and participants, please respond to the following questions by **DATE**. Send your responses to **NAME of LC and ADDRESS.**

A review of the language related-items in the most recent Training Status Reports indicates that we are dissatisfied with (or lack) **(1) staff development, (2) program evaluation, (3) student materials, and (4) integration of language with other training components.** The evaluations of our most recent TOT indicate that many instructors would also like some attention to **(5) teaching methods.**

1. Which of the above 5 topics are most important for inclusion in the workshop schedule?

2. Which of the above topics are least important for inclusion in the workshop schedule?

3. Are there ***other*** topics that are important to focus on? Please make a prioritized list of additional topics that you think should be included.

4. How would you like to see the workshop sessions delivered?
_____ Mostly projects (but with a few structured sessions and a little Open Space)?
_____ Mostly Open Space (but with some structured sessions)?
_____ Mostly structured sessions (but with a little open space)?
5. Are you willing to facilitate sessions for new instructors? If so, for what topics?

6. What suggestions do you have for the workshop planners?

HOW TO DO IT

LOGISTICAL CONSIDERATIONS FOR TOTS

In many posts the Language Coordinator is responsible not only for designing and conducting the TOT, but for making logistical arrangements as well. The arrangements are similar as for other short-term training events, such as ISTs. Language Coordinators have suggestions about managing logistics for such short-term training events.

SELECTING A SITE

- The training site should provide the facilities needed for training: conference rooms, study hall, space for classes or classrooms, enough tables, chairs, and space for other language training activities like simulations, role plays and skits.
- The training site should be accessible for host families.
- Check that the training conference is suitable in terms of:
  - size (big enough to provide space for small group activities and all-group activities)
  - light and not too noisy
  - location in town (easy access to public transportation, close enough to PC office in cases where something is needed to be delivered from the office)
  - location close to places where participants may have lunches (in case PC is not providing them)
  - nice areas for recreation in breaks

OBTAINING SUPPLIES

- When preparing a list of supplies and materials, specify kind, size, color (for paper, pens, pencils, markers), and number to enable the Admin. unit to order what is really needed.
- Check that you have everything you need at the training site before the start of TOT, especially enough chairs, and tables. These may also include supplies, equipment, handouts, and books. Check that all equipment is to usable and working well. Are they on the right voltage?
- Check with the Admin. whether everything on your supplies list has been provided and make sure that all the supplies are transported to the training site a day or two prior to TOT (or at least a couple of hours) before you start, so that you can have the conference room set up in time.

SAMPLES FROM THE FIELD

SUPPLIES LISTS FOR TOTS

This list of supplies was compiled from several different training programs. Typically the list is developed and sent to the Peace Corps Country Director or Admin Officer for approval. Some countries require that price information be included as part of the list. In other posts, such information is part of the general budget proposed for the TOT. Specific numbers of items will, of course, depend on how many people are participating in your TOT.

Typical Supplies Needed for a Language TOT

- **Training supplies:**

flip chart stands - 2
flip chart paper - 3 pads
name tags - 25
markers - 40 (of 4/5 different colors)
overhead projector
transparencies - 1 box
transparency markers - 2
TV set
VCR
blindfolds (10 strips)
pens - 25
note paper/writing pads - 25
folders - 25

- **For coffee break :**

30 plastic cups
4 coffee makers
8 packs of coffee -
2 kg. sugar -
10 bottles mineral water

THINGS TO THINK ABOUT

TOT DESIGN: GENERAL CONSIDERATIONS

As you establish the final design and training activities for your TOT it is important to keep in mind some of these general considerations that Language Coordinators have identified as being key determiners of your schedule.

TIMING

- When planning when to schedule the TOT, check on the availability of participants. If school teachers will serve as Language Instructors, when would they be available? On weekends? During school breaks? School breaks may be fine if they are long , so that even if the TOT takes several days, the teachers will still have a break from their regular school classes.
- Inform teachers about the TOT schedule as early as possible.
- Schedule the TOT so that you have enough time for TOT planning and preparation.
- Time the TOT according to your other responsibilities as Language Coordinator.

LENGTH

The length of the TOT may vary a lot (from 3 days up to 1 month) depending on:

- the budget for the language program at post;
- the level of experience of the participants: whether or not they are all certified teachers, whether or not they have teaching experience ,whether or not they have taught their own language to foreigners before;
- one level vs. mixed level TOTs;
- whether the post is old or new / whether the language program is old or new;
- whether you divide your TOT into a selection TOT and a TOT for hired teachers only.

The following information was compiled in a survey of ECAM countries about the length of TOTs.

ECAM TOT SURVEY RESULTS, 1994

VARIABLES	# Days	# Hours per day	Total Hours
range	1-25	3-8	16-84
most common response	10 days	8 hr/day	36-40
2nd most common	5-6 days	4 hr/day	60-84

PLANNING

- Plan for language staff travel far ahead of time and request Travel Authorizations from the Admin Unit at least one month before the start of TOT. This will allow for possible changes in boat trips, plane flights, or bus rides in cases where instructors will have to travel from their homes to the town where the training will be held.
- Coordinate with Admin. staff regarding contracts, purchase orders for training centers, travel orders, etc. at least two months before the start of TOT.
- If you are expecting a TOT facilitator from the U.S., plan for facilitator's arrival.
- If you are hiring Host Country Nationals as facilitators, decide on the budget you will need to pay them and write a proposal to your Admin unit.

SCHEDULE

- Design the schedule so that it is convenient for people to get to the training site on time without getting up too early.
- Schedule enough time for short breaks and lunch breaks.
- Length of schedules should depend on the training tasks to be accomplished.
- Check with participants about schedule times at the beginning of the first or second day to make appropriate changes.
- Schedule open space or unstructured time to address participants' issues or needs not previously thought of.
- Plan enough time for lesson planning and micro-teaching. Remember the practice stage is the most important one.
- When delivering the TOT, note how long each session lasts, so that next time you will know how much time to allow.

STANDARD TOT CONTENT

The *PATS Training Supplement* identifies some of the generic content that should be included in a standard staff training events.

Standard content areas for a TOT include:

- goals and philosophy of Peace Corps training.
- minimum standards for the training program,

• realities of Peace Corps in the country – goals, history, organizations, policy, programming and training process,
• principles and methodologies of experiential and adult learning, including ways to adapt plans to the needs of individual Trainees,
• evaluation systems.

Standard content areas for a SDW include:
• review of the PATS project plan with the APCD,
• concepts and examples of integrated training,
• the training strategy,
• cross-cultural similarities and differences between the U.S. and the host country,
• interpersonal skills and counseling techniques for providing positive and negative feedback to trainees,
• group norms,
• the trainee assessment process,
• reporting requirements and system,
• VAD sheets, task analyses, and profile of the training group,
• practice training and feedback sessions,
• guidelines for professional behavior.

SELECTING CONTENT FOR YOUR PROGRAM

Language Coordinators from ECAM countries made the following suggestions for how to select and sequence specific sessions into your TOT design.
• Prepare a list of suggested sessions depending on the number of days the Language TOT will be.
• Ask an experienced language teacher to help you sketch out objectives, delivery strategies, and time frames for Language TOT sessions.
• Decide on strategies for handling special issues (e.g., a mix of teachers who are new to Peace Corps with experienced PC teachers.).
• Determine the sessions you would like to have in your TOT depending on the kind of teachers attending - experienced vs. new, mixed, etc.

MOST EFFECTIVE/ NECESSARY SESSIONS

ECAM Language Coordinators named these as the most effective and important sessions to include in most TOTs.
• Introduction to Peace Corps
• Guidelines for Professional Behavior (inc. job responsibilities)
• Giving and Receiving Feedback
• Experiential learning
• Adult learners
• Learning Styles
• CBC
• Teaching Approaches (Focus on the communicative approaches - especially in countries where these are not popular in foreign language teaching)

- Communicative Teaching Techniques and Activities (including games)
- Lesson Planning
- Teaching Grammar in the CBC
- Materials Preparation
- Classroom Management
- Micro-Teaching
- Working in a cross-cultural setting
- Video-based Teacher Training Sessions (*Teacher Training Through Video* and *Adult Language Learning* videos)
- Assessment and Evaluation in TOT

ADJUSTING SESSIONS TO FIT THE TIME AVAILABLE

- Sessions topics are about the same for any length of TOT, but each session could be significantly expanded when more time is available. For example, during a 5- or 10- day TOT there would be more video-based teacher training techniques, and more time for preparing lessons/materials, practice teaching and giving feedback on sessions.
- When using teacher training videos, each post can make its own decision about which to use in full or as clips based on time and particular needs or interests.

OTHER DESIGN CONSIDERATIONS FOR TOT

There are other issues to consider in addition to schedule and content. These include how to integrate micro-teaching into your TOT design, how to work with groups with mixed "experience" levels, and whether to ask others (both PC staff and facilitators) to assist you with the training. Language Coordinators have provided these suggestions to think about as you design your TOT.

1. INTEGRATING MICRO-TEACHING INTO YOUR TOT

- Schedule as much time as possible for practice.
- Depending on time, when asking participants to do micro-teaching, you may want to ask the teachers to conduct the whole lesson or just one stage, i.e., presentation, practice, or application.
- What should be practiced?
  - lesson planning
  - each stage of the lesson
  - each new technique
- How to facilitate/schedule?
  - Team more experienced PC teachers with those who are new
  - team planning
  - team teaching: one teach/one observe; then switch roles

2. USING OTHER PC STAFF AS RESOURCES

- Ask PC staff to give "shock" lesson in another language.
- Ask PC staff to demonstrate a particular technique.

(Remember that even inexperienced teachers can still critique and make suggestions on how to improve the lesson for teaching PCTs).

3. WORKING WITH MIXED LEVELS OF EXPERIENCE IN YOUR TOT

- Have teachers new to PC and those with Peace Corps experience work together:
  - lesson planning
  - giving feedback
  - for micro-teaching
  - team teaching
- Use experienced PC teachers as facilitators to train new teachers
- Call on experienced PC teachers to share their ideas and experiences during the TOT
- Have the more experienced PC teachers work on special projects
- Divide them into two groups for some of the sessions
- Experienced teachers can conduct their own Open Space sessions.

4. WORKING WITH A TOT FACILITATOR

- Depending on facilitators' expertise, hire them to facilitate one or more sessions at the TOT.
- Find at three or four different facilitators for TOT sessions for a variety of facilitation styles.
- Check on the availability of facilitators and hire them full time or part-time (a whole day vs. a session; one full week vs. one day or one session a day for the week).
- As soon as you decide what you need a facilitator for, decide on the payment amount and make your proposal to Admin about this as soon as possible. Determine salary rates after finding out about salaries for similar services.
- Discuss the Statement of Work with the facilitator before hiring.
- Discuss materials needed by the facilitator to check that these are available, e.g., overhead projector, computer, VCR player, TV.
- Look for possible TOT facilitators from these groups:
  - people with PC language program experience : experienced language instructors (the best source), PCVs (mainly TEFL), TEFL PST Coordinator or assistant;
  - people with teacher training experience : school/university teachers/teacher trainers.

HOW TO DO IT

TRAINING SESSION DESIGN FORMATS

WHAT ARE SESSION PLANS AND WHY DO WE NEED THEM?

In Section 8 (Pre-Service Training) we discussed the rationale for having a lesson plan format for your teaching staff to work with. For the same reasons it is also a good idea to develop a TOT session plan format that provides information about the goals, design and materials for each individual training session in your PST. Since this information will be needed for your TOT Final Report as well, it's a good idea to set up procedures for identifying this information from the very beginning of the design process. See Section 8 (Pre-Service Training) for additional recommendations about setting up systems for final reports.

TRAINING SESSION DESIGN FORMAT

Session Design formats vary from program to program, but at a minimum they should include:

- Session Title
- Length of Session
- Facilitator
- Goals and Objective(s)
- Possible Delivery Strategies
- Materials Needed
- Recommendations for Enhancing Session (to be included in your TOT final report)

OTHER ELEMENTS

Here are additional guidelines concerning elements of session design and description formats that you may want to include.

1. RATIONALE Background information concerning the session and why it is included in the training design, including, but not limited to, the following:

- How does it relate to overall training goals?
- How does the session relate to other components of the training design?
- What in the past has led us to design this session and place it here?

2. TOTAL TIME

- Time for the entire session including time for breaks.

3. GOALS/ OBJECTIVES

- List goals and objectives of the session in behavioral terms.

4. INTEGRATION POINT

- Describe how this session (through its objectives and activities) is integrated with the other aspects of training - cross-culture, technical, personal safety, etc.

5. TRAINER PREPARATION

- Information on trainer roles for the session –lead trainer, assistant trainers, etc. This includes pre-session briefing and orientation of assistant trainers or new trainers by the lead trainer.
- Notes concerning the advance preparation of session materials - flipcharts, handouts, etc.

6. MATERIALS

- List all materials needed for trainers and Trainees (newsprint, markers, pens, paper, tape, etc.).

7. PREPARED NEWSPRINT/ FLIPCHARTS

- List names of all flipcharts and their location within the training design (for visual examples).

8. HANDOUTS

- List names of handouts and their location in the materials packet that you have prepared for the TOT.

9. PROCEDURES

- Include all session activities.
- Include all flipcharts (visually) in the location they occur.
- Include time frames for all activities.
- Include trainer's notes where necessary or appropriate.
- Include the placement and time of breaks.

10. REFERENCES

- List titles and locations of any training manuals or other books used in the production and presentation of this session. Include section or chapter titles and page numbers. If only a few pages were used, copy them and attach them to the design.
- If reference materials used are not currently in the Training Office library, request that they be included. State location for their purchase if known.

HOW TO DO IT

STAFF DEVELOPMENT WORKSHOPS

WHAT ARE STAFF DEVELOPMENT WORKSHOPS?

The Staff Development Workshop (SDW) usually takes place after the Language TOT and prior to the PCTs arrival. The Staff Development Workshop has three main goals. First it orients new staff to the Peace Corps and familiarizes them with Peace Corps training philosophy and procedures. Second, the SDW builds basic training skills, based on experiential learning and the principles of adult learning. For more experienced staff it is an opportunity to extend their professional development in this area. Third, the SDW is the time to be establishing the systems and tools that will be used in the up-coming PST.

PARTICIPATION OF THE LANGUAGE COORDINATOR IN SDW

The event is led by the Training Manager and/or PST Director and facilitated by a team of experienced trainers. As Language Coordinator, you will play an important part in the design and delivery of the SDW. For example, during the SDW the overall schedule is created and each Coordinator negotiates for the numbers of hours and particular times of the day that their sector training sessions will be held. Therefore you need to actively participate in this event.

OVERVIEW OF THE GOALS AND OBJECTIVES OF SDW

Because you may be playing an important role in the design and delivery of this training event, we provide this overview of a suggested training design. At the very least, you will need to present the basic aspects of the language program to the rest of the staff. But you may be involved in designing and conducting other sessions as well.

The SDW concentrates on the following areas:

- orienting the PST staff to the experiential learning cycle and its application to Peace Corps training,
- introducing and explaining "Maslow's Hierarchy of Needs" and how it applies to and can be used in Peace Corps training,
- training PST staff in training presentation skills necessary in adult learning/non-formal education and training situations,

• examining the dynamic of dealing/working with American Trainees in the PST setting,
• examining the host country culture for clues to the dynamics and process of cross-cultural training,
• orienting the trainers to the Peace Corps Trainee and Trainer assessment process.

FORMAL TRAINING OBJECTIVES FOR SDWS

By the end of training, participants will be able to:
• Explain how adult learning principles and the experiential learning cycle are used to guide Peace Corps training.
• State the three goals of Peace Corps, the main philosophies of the Peace Corps mission, and the role of the Volunteer in development work.
• Demonstrate basic facilitation and presentation skills and discuss how and when each is best used in a training session.
• Describe the assessment procedures for Trainees and Trainers, and demonstrate the basic skills necessary to carry out their roles in those procedures.
• Conduct themselves in accordance with the "Guidelines for Professional Behavior" and senior staff expectations.
• Describe the different perspectives that Americans have for the host country culture, and that host country nationals have for American culture, including an awareness of diversity issues both for Americans and within the host culture.
• Describe the chain of command, lines of authority and channels of communication to be adhered to during PST, for both PST staff and PC Senior staff.

STAFF DEVELOPMENT WORKSHOP SCHEDULE

The following schedule is offered as a suggestion. The time spent on any staff training area should be adjusted to the needs of a particular PST staff group.

An example of a different schedule which highlights the specific role of the Language Coordinator is provided later in this section in *Samples from The Field*.

GENERIC STAFF DEVELOPMENT WORKSHOP (SDW) SCHEDULE

DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
7:00 Breakfast 7:30 Community Meeting 8:00 Opening Remarks & Welcome 8:15 Icebreaker 9:00 Overview of Staff Trng Goals 9:30 Norms 10:00 Team Building Exercise	7:00 Breakfast 7:30 Community Meeting 8:00 Maslow's Hierarchy & The Experiential Learning Cycle 10:00 Review Past PST Evaluations	7:00 Breakfast 7:30 Community Meeting 8:00 Job Description Review & Trainer Assessment Process (including Guidelines for Professional Trnr Behavior)	7:00 Breakfast 7:30 Community Meeting 8:00 Working with Americans 10:00 Host Country Culture Overview	7:00 Breakfast 7:30 Community Meeting 8:00 Counseling Skills 11:00 Budget Overview
LUNCH 12:00	LUNCH 12:00	LUNCH 12:00	LUNCH 12:00	LUNCH 12:00
1:30 History of Peace Corps & Country Program 2:30 Peace Corps Policies 5:30 Staff Mtg	1:30Presentation Skills and Training Techniques * 5:30 Staff Mtg	1:30 Presentation Skills cont'd, 5:30 Staff Mtg	1:30 Trainee Assessment Process 3:30 Giving & Receiving Feedback 5:30 Staff Mtg	3:30 Closure & Evaluation 5:30 Staff Mtg

*(*including, demonstration, fishbowl, discussion facilitation effective flipcharts, games, ice-breakers/warm ups, Role Plays, Case Studies, etc.)*

DESCRIPTIONS OF SESSIONS FOR STAFF DEVELOPMENT WORKSHOPS

The following is a list of sessions from the *PATS Training Supplement* that describes the content of some of the sessions that are typically included in Staff Development Workshops. Although these sessions deal primarily with issues other than language teaching, you may wish to adapt some sessions for use in Language TOTs as well. Examples of some of such kinds of session adaptations are included in the recommended TOT sessions designs for Language TOTs later in this section.

1. HISTORY OF PEACE CORPS AND THE COUNTRY PROGRAM

This session is aimed at new training staff who need an introduction to the organizational philosophy and history of Peace Corps. In addition, the new staff should be given a relatively detailed overview of the history of Peace Corps in the country (how long, what projects, how many PCVs, etc.).

2. PEACE CORPS POLICIES

The policies of the Peace Corps and the country program need to be reviewed with the staff members to avoid confusion over decisions and actions taken during the PST.

3. PROFESSIONAL TRAINER GUIDELINES

Professional trainer guidelines, which are a combination of Peace Corps guidelines and country-specific guidelines are presented and reviewed with all trainers. These guidelines outline both what the trainers are expected to do and what they are forbidden from doing. These guidelines should be reflected in the performance appraisal forms for all trainers.

4. MASLOW'S HIERARCHY AND THE EXPERIENTIAL LEARNING CYCLE

Maslow's Hierarchy and the Experiential Learning Cycle are two theories that play a key role in the design of Peace Corps training. All staff should be familiar with both the theories themselves, and the application of the theories to training content and design.

5. REVIEW OF PAST PST EVALUATIONS

Evaluations from the most recent PST which included Trainees from the same projects should be reviewed to provide insight and guidance for training design, activities, scheduling and logistics. The review should include all members of the component training team, the APCD and current PCVs.

6. PRESENTATION SKILLS AND TRAINING TECHNIQUES

A significant amount of time should be devoted to practicing presentation and facilitation skills and a variety of training techniques. This should include, but not be limited to, brainstorming, group facilitation, fish bowl, demonstration, role plays and case studies as well as design and use of flipcharts and other visual aids. Often the best progression to follow in the session is to define the skill/technique, demonstrate the skill/technique and then provide opportunities for the participants to practice the skill/technique.

7. JOB DESCRIPTION REVIEW AND TRAINER ASSESSMENT PROCESS

Each trainer should be familiar with his or her own job description before coming to staff training. In this session the trainers should be exposed to the job descriptions of the rest of the staff with whom they will be working. This is also a chance to review working relationships and the chain of command.

The trainer assessment process should be presented, and reviewed with all staff. Content includes the assessment process overview and timetable. assessment instruments and feedback guidelines.

8. WORKING WITH AMERICANS

Trainers must be familiar with both a general overview of American culture and the dynamics of the adaptation process the Trainees will experience. This provides them with insight as to why Trainees act as they do and to how the trainers can best work with the Trainees.

9. HOST COUNTRY CULTURE OVERVIEW

Most Peace Corps countries represent more than one culture, as do the groups of trainers hired to work for the PST. The diversity of the host country cultural make-up is explored and the impact of that diversity on the group is examined in this session.

10. TRAINEE ASSESSMENT PROCESS

The Trainee assessment process, timetables and instruments are reviewed in this session. Additionally, the role of the trainer in that process is presented and the necessary skills identified.

11. GIVING AND RECEIVING FEEDBACK

Feedback is defined, and the necessary trainer skills are identified in this session. This should be linked to the session on Trainee assessment. Role plays and case studies should be used to provide trainers opportunities to practice feedback skills.

12. COUNSELING SKILLS

Basic counseling skills and an overview of counseling resources available through Peace Corps are addressed in this session. It is likely that the trainers will have only minimal counseling skills. They must, therefore, be aware of counseling resources outside of the PST staff, such as the Peace Corps Medical Unit and the Office of Special Services.

13. PST BUDGET OVERVIEW

A brief overview of the PST budget and rules associated with use of U.S. Government funds should be presented by the Administrative Officer. Most trainers need an overview of the budget in order to understand who has responsibility for the funds and how they can/should be accessed for training activities.

14. TRAINING DESIGN

Training design deals exclusively with how to turn goals into behavioral objectives, activities and session designs.

- Writing Behavioral Objectives: Trainers need to understand what behavioral objectives are, and have the skills to write them. In this part of the session behavioral objectives are defined and it is shown why they are so valuable to training design and to Trainee assessment. Additionally, Knowledge, Skill and Attitude objectives are defined and appropriate activities for each type of objective are presented and reviewed. Trainers should be given a chance to practice writing each type of behavioral objective and to link them to training activities.
- Training Session Design: A standard training session design format is presented and reviewed with the trainers. This session design model should be used by all components and lend a high degree of consistency to all training manuals. The standard session design must include all pieces necessary for presentation and evaluation.

15. EVALUATION AND REPORTING

The evaluation system and reporting guidelines must be made clear to the trainers. In this session the process, instruments and schedule of the training evaluation are presented and reviewed. The discussion of evaluation should lead directly to the guidelines for writing and submitting periodic training reports. In addition to the process of evaluation and the guidelines for reports, the chain of command for producing these items should be presented and reviewed.

16. USING RESOURCE SPEAKERS AND PCVS IN PST

Almost all PSTs use outside speakers and current PCVs as resources. The trainers need to know how to make the most of these resources and how to avoid the pitfalls inherent using them. This session reviews the training situations which best suit themselves to the use of outside resources, and demonstrates how to prepare outsiders for their roles and responsibilities.

17. ASSESSMENT PROCESS - TRAINEES AND TRAINERS

During the PST, both the Trainees' and the trainers' performance is assessed against specific criteria. The trainers need to know their role in the assessment of the Trainees. They also need to know how and how often their own performance will be reviewed, and who will be conducting the review. This session outlines the process, instruments and schedule used to carry out the assessment process. This session should be linked with the sessions on "Job Description", "Feedback Skills" and "Professional Trainer Guidelines".

18. EARLY TERMINATION AND ADMINISTRATIVE SEPARATION PROCEDURES

Peace Corps has detailed policies and procedures concerning the early termination and administrative separation of Trainees and Volunteers. This session presents and reviews these policies and procedures, and defines the roles played by training staff and Peace Corps staff in carrying them out.

19. TRAINING CALENDAR

This session is the first attempt to outline the entire training calendar. In the main exercise of the session the total number of hours available for training sessions and activities is calculated and each component is given a chance to state the amount of training time they would like. Should the number of requested hours exceed the number of available hours, negotiations to adjust the number of hours requested by each component must take place.

20. CLOSURE AND EVALUATION

Review the goals and objectives of the training and allow the participants to evaluate the design on a confidential form.

TIPS FOR THE LANGUAGE COORDINATOR AT THE STAFF DEVELOPMENT WORKSHOP

Peace Corps Language Coordinators have developed this list of tips to keep in mind as you think about your role at the Staff Development Workshop:

- Use this workshop as an opportunity to link the language with the other components of the PST. Propose that some hours be "shared," Language/Tech or Language/Health etc.
- Establish good work relationships with the other Coordinators.
- Look for sessions that are good for integration with other components and design them together with the Technical or Cross- cultural Coordinator or with the PCMO, such as a medical session on Nutrition that could be held after a language class on Food.
- Assign a Language Instructor to each Technical Coordinator, to participate in Technical Sessions and to be responsible for the integration with that component.
- Plan evaluations and assessments in coordination with the other components so that they do not stress out the PCTs.
- Look for sessions that could be cross- sector , like Learning Styles, Adult Learning, Lesson Planning, or even CBC. Doing these sessions at the SDW would give you more time to concentrate on specific language program needs during the TOT.
- Don't forget to include the homestay families in some kind of pre-PST training and orientation. Have a meeting with families before Trainees' arrival and explain Peace Corps' expectations and the language team's expectations from them.

SAMPLES FROM THE FIELD

SAMPLE SDW SCHEDULE

On this schedule, developed for a Staff Development Workshop in Romania, the position of the person doing each portion of the workshop has been noted. Your own responsibilities for presenting specific sessions will depend on your experience with Peace Corps and who else is involved in the training program.

PEACE CORPS ROMANIA
SDW SCHEDULE/ PST 6
June 3 - 5 1996

MONDAY, JUNE 3

9:00 - 9:30	Welcome, Intro & Teambuilding Exercise **(TD & PTO)**
9:30 - 10:30	Review SDW schedule **(TD)**
	Overview of PC: PC Romania Map/ PC Quiz **(LC)**
	Overview of PST / Sector Reports **(TD & Sector Coord's)**
	PST Tone/Trainee Independence **(PTO)**
10:30 - 10:45	BREAK
10:45 - 12:30	Barnga **(PTO)**
	Romanian/American Values **(Xcult Coord)**
12:30 - 1:30	LUNCH
1:30 - 3:00	Feedback **(LC)**
3:00 - 3:15	BREAK
3:15 - 5:00	Conflict Resolution **(PCMO)**
5:00	Closing Activity **(TD)**

TUESDAY, JUNE 4

9:00 - 9:15	Icebreaker **(LC)**
9:15 - 10:30	PST Schedule Review **(TD)**
	Documentation/ Coordinator Responsibilities **(PTO,TD &PCAdmin)**
10:30 - 10:45	BREAK
10:45 - 12:30	Trainee Assessment **(PTO & TD)**
	SOW/Staff Assessment
12:30 - 1:30	LUNCH
1:30 - 4:30	Component Competencies/ Assessment **(Tech Coord)**

WEDNESDAY, JUNE 5

9:00 - 10:30	Session Designs/ Objective Writing **(PTO)**
10:30 - 10:45	BREAK
10:45 - 11:45	Other PST Issues: **(ALL)**
	•First days' schedule/ Coordinator involvement
	•PST dress
	•Computer training
	•Staff as a team
11:45	Wrap Up

HOW TO DO IT

DEVELOPING SELECTION TOTS

PREPARING FOR A SELECTION TOT

Selection TOTs are workshops for applicants to be selected to work as language instructors in your PST. These TOTs offer a special challenge, since they combine teacher training and teacher selection. If you decide to use the Selection TOT format, you should review:

- these recommendations developed by Peace Corps Language Coordinators,
- the materials in Section 2 (Teacher Supervision) for information on teacher selection criteria and issues that need to be considered,
- the basic principles of sound training design.

WHY DO A SELECTION TOT?

Selection TOTs offer several benefits:

- First, the selection TOT gives you an opportunity to better assess the skills and qualifications of your future teachers, including their ability to work in a team. Teaching skills can not be assessed unless you see a person actually teaching which is why participants are expected to do micro-teaching at the selection TOT.
- Second, the selection TOT saves money because you don't pay the applicants during the time of the selection. (You justify this by explaining that Peace Corps gives them training.)
- Finally, the selection TOT is an excellent way to train the new training staff in areas in which the rest of the teaching staff has experience already. Later on you will bring all the teachers together for the final TOT.

TIPS FOR A SUCCESSFUL SELECTION TOT

- If applicants come from different parts of the country, you have to cover their transportation and accommodation expenses.
- It's nice if PC can provide coffee breaks and/or lunches for the participants as well. It costs little and shows that PC values the work of these people as PC future employees.
- You can use some of your experienced teachers as facilitators.

• At the end of the TOT, notify people that even if they are not selected, they may be contacted later in cases of need or if one of the other candidates withdraws.

SELECTION TOT: COMPONENTS AND RATIONALES

This description of the various components of a selection TOT and the rationales for using them was developed by Peace Corps Nepal to be used as part of the orientation for participants in a five-day selection TOT:

The PST is a live-in program. As such, demands on the staff's interpersonal skills become quite intense. In order for these interpersonal skills to surface during the recruitment stage, the qualifying training also has a live-in arrangement. The Language Trainer's Screening Workshop (Selection TOT) is a five-day program to build participants' skills in teaching and to allow the Training Office and the Language Coordinator to assess the applicants in the following areas:

• Skills: Interpersonal communication
- Planning
- Presentation
- Teaching
- Leadership
• Attitude towards Peace Corps
• Professionalism
• Creativity
• Willingness to learn and be trained by Peace Corps
• Openness to feedback and willingness to give feedback
• Hard work and responsibility

To enable the language staff to assess the skills and other factors required of a Language Trainer, they are given opportunities that call for certain skills to be demonstrated by the applicants. These opportunities are described below.

LARGE/WHOLE GROUP SESSIONS

Rationale: In big group sessions, positive active participation becomes a measure of one's self assertiveness and leadership.

Objectives:

• To identify applicants who are self-initiating and have basic leadership skills
• To identify applicants who may need feedback on their lack of participation, and observe how feedback is received

SMALL GROUP DISCUSSIONS

Rationale: Small group discussions are intensely interactive. The members of the group are "pressured" to participate; the shy ones come out of their hiding places in the small group sessions; the aggressive ones are "pressured" to be more supportive of the others.

Objectives:

• To observe and assess the level of positive active participation of those identified as "Shy" in the big-group sessions

• To observe and assess supportive performance of those identified as self-initiators
• To assess communication skills and discussion skills

Activities:

• Form a small group discussion.
• Group-selected presenters report-out to the big group.
• Provide/get feedback on session content, relevance, participants' performance, facilitators' performance.

LANGUAGE TEACHING DEMONSTRATIONS

Rationale : Historically, Peace Corps language staff in Nepal has rarely included professional teachers. Most applicants are graduates of non-teaching degree programs such as economics, business, political science. Given this group of applicants, there is a need to provide opportunities for the applicants to demonstrate their natural aptitude and creativity in session planning and teaching.

Objectives:

• To assess applicants' aptitudes in planning and organizing teaching content
• To assess applicants' creativity in selection or designing teaching materials and activities
• To observe and assess applicants' confidence and self-image as reflected in the way he/she conducts the session
• To observe and assess applicants' openness to solicit and give feedback in a learning environment

Activities:

• Facilitators provide applicants with the necessary input for module plan and demonstration.
• Applicants conduct four demonstration language lessons.
• Applicants/facilitators/observers fill out evaluation forms for the demonstrations.

INDIVIDUAL INTERVIEWS

Rationale: The bottom line in staff recruitment is the individuals, their perceptions of the organization, and the job, their capabilities as these relate to job requirements, and their willingness to undergo rigorous training from the organization.

Objectives:

• To get the applicants' perception of Peace Corps, their jobs and their capabilities as relates to the job requirements
• To clarify issues that may still be confusing to the applicant at the point
• To check supervisors' perceptions of applicants' attitudes toward the organization, staff, and work

SAMPLES FROM THE FIELD

SAMPLE SELECTION TOT SCHEDULE

This schedule for a "Screening Workshop" (Selection TOT) was developed by Peace Corps Nepal.

SCREENING WORKSHOP GOALS

- To assess applicants' aptitudes in planning and organizing teaching content.
- To assess applicants' creativity in selecting or designing teaching materials and activities.
- To observe and assess applicants' confidence and self-image as reflected in the way they conduct sessions.
- To observe and assess applicants' openness to solicit and give feedback in a learning environment.
- To get the applicants' perception of Peace Corps, their jobs and their capabilities as related to the job requirements.

WORKSHOP SCHEDULE:

Sunday	
08:00	Leave from PC Office to Dhulikhel
09:00 - 10:30	Arrive at Dhulikhel Lodge/Settle-in/Tea/Coffee
10:30 - 11:00	Welcome / Introduction
11:00 - 11:30	A brief introduction to Peace Corps.
11:30 - 12:15	Goals, objectives of the qualifying training.
12:15 - 01:15	Lunch
01:15 - 02:00	How adults learn.
02:00 - 03:15	Peace Corps Language Training Program.
03:15 - 03:30	Break
03:30 - 04:45	Lesson Planning
04:45 - 05:30	Lesson Planning Topics Assignment
5:30	Free
7:30	Dinner

Monday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 08:00	Get ready for the day's activity
08:00 - 09:00	Lesson plan preparation
09:00 - 12:00	Ist round peer teaching
12:00 - 01:30	Lunch
01:30 - 02:30	Reflection of peer teaching
02:30 - 03:00	Break
03:00 - 04:00	Demo lesson/Processing
04:00 - 04:15	Tea break
04:15 - 05:00	Lesson planning Topics Assignment
05:00	Free
07:30	Dinner
Tuesday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 09:00	Lesson plan preparation
09:00 - 12:00	Peer teaching
12:00 - 01:30	Lunch
01:30 - 03:00	Feedback
03:00 - 03:15	Tea break
03:15 - 05:00	Demo class/Language acquisition approach
05:00 - ------	Next day lesson assignment.
05:30	Free
07:30	Dinner
Wednesday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 08:30	Lesson plan preparation
08:30 - 11:30	Peer teaching
11:30 - 12:00	Reflection of peer teaching
12:00 - 01:00	Lunch
01:00 - 02:00	Professional Behavior Guideline.
02:00 - 02:30	Language acquisition (Review)
02:30 - 04:15	Learning style
04:15 - 04:30	Break
04:30 - 05:00	Lesson planning Topic Assignment
05:00	Free
07:30	Dinner
Thursday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 08:00	Get ready for Peer teaching
08:00 - 11:00	Peer teaching
11:00 - 11:40	Wrap-up /Evaluation
11:40 - 12:20	Individual meeting/Pack-up
12:20 - 01:20	Lunch
01:30 - -------	Leave for Kathmandu

SAMPLES FROM THE FIELD

COMBINATION SELECTION AND TEACHER TRAINING TOT

This schedule of a combination TOT, a three-day selection TOT, followed three weeks later by a two-day language instructors TOT was developed by Peace Corps Bulgaria.

Peace Corps / Bulgaria
Language Training of Trainers
Schedule - 17-19 May, '96

Time	Event		Facilitator
9:00 - 9:15	Overview of Language TOT Goals and Schedule	• To make participants familiar with the goals and schedule of Language TOT	Zoya Lubenova
9:15 - 9:45	Introductions and Expectations (Ice-breaking)	• To identify facilitators and participants • To identify facilitators' and participants' expectations for training	Zoya Lubenova
9:45 - 10:30	General Overview of PC History in the World and in Bulgaria and PC Goals	• To identify PC goals and programs worldwide and in Bulgaria • To identify PC training philosophy	Richard Record
10:30 - 11:00	Break		
11:00 - 12:30	Team Work Guidelines for Professional Behavior	• To explain the necessity of team work and its key elements (support group, meetings, reports, 'idea bank' etc.) • To describe support system for trainees and staff during PST • To share information about professional behavior and effective training team	Richard Record
12:30 - 14:00	Lunch Break		
14:00 - 14:45	Language Skills and Cross-Cultural Values	• To make participants aware of the relationship between language skills and X-cultural values • To give teachers an idea who their students will be • To prepare participants for their role in PST not only as language instructors but as cultural informants too	Zoya Lubenova
14:45 - 15:30	Competency-Based Curriculum	• To recognize the goal and underlying principles of competency-based education • To write competency statements • To distinguish between language functions and structures	Zoya Lubenova
15:30 - 16:00	Break		
16:00 - 17:00	Competency-Based Curriculum	continued	

9:00 - 10:30	Adults As Learners	• To identify characteristics of adult language learners and the effects these characteristics have on language learning • To change language trainers' expectations of older adult learners • To focus on classroom strategies which can raise the confidence of the trainees and can assist them in taking the responsibility for their language training	Christina Tomova
10:30 - 11:00	Break		
11:00 - 12:30	• The Experiential Learning Cycle • Learning Modalities	• To describe key elements of experiential learning • To identify one's own dominant learning modality • To become familiar with observable characteristics of modality strengths • To identify which modality different classroom activities are most appropriate for	Zova Lubenova
12:30 - 14:00	Lunch Break		
14:00 - 15:30	Learning Styles and Lesson Plans	• To help participants to assess their own learning style preference and understand implication of different learning styles in the language training program • To identify the major parts of a lesson plan and see how they correspond to the four different learning styles • To develop activities for a competency to specific learning styles • To plan a lesson which contains suitable activities for each learning style	Penka Novakova
15:30 - 16:00	Break		
16:00 - 17:00	Learning Styles and Lesson Plans	continued	

9:00 - 10:30	Micro-teaching	To have participants teach a micro-lesson through a wide variety of activities that capitalize on students' interests and concentrate on meaning rather than language form	Participants
10:30 - 11:00	Break		
11:00 - 12:30	Micro-teaching	continued	
12:30 - 14:00	Lunch Break		
14:00 - 15:00	TPR	• To recognize the goal and underlying principles of TPR • To identify the level of learners for which TPR is appropriate • To identify survival and technical competencies for which TPR is appropriate • To identify and analyze key steps in a TPR lesson • To plan and demonstrate how to use TPR by teaching a 10 minute lesson that includes TPR key steps	Penka Novakova
15:00 - 16:00	Micro-teaching	continued	

Peace Corps / Bulgaria
Language Training of Trainers
Schedule - 06 - 07 June '96

Time	Session	Objectives	Facilitator
9:00 - 9:45	Meeting the PST Project Director	• To clarify SOWs and Contracts of Language Instructors • To clarify logistics issues	Lane Bunkers
9:45 - 11:15	Grammar in the Competency-Based Curriculum	• To outline criteria for integrating grammar concerns into CBC (when and how to teach grammar in the communicative classroom)	Penka Novakova
11:15 - 11:45	Break		
11:45 - 12:30	Language Manual	• To present the language manual and explain strategies how to work with it	Zova Lubenova
12:30 - 14:00	Lunch Break		
14:00 - 15:30	Error Correction How to give and receive feedback	• To recognize the principles underlying error correction • To identify when and how teachers should correct students' mistakes • To develop strategies for effective, motivating and stimulating error correction • To provide clues to guide students in responding to error correction • To find ways to develop Trainees responsibility for checking and improving correctness	Zova Lubenova
15:30 - 16:00	Break		
16:00 - 16:45	Early Production	• To recognize the goal and underlying principles of early production techniques • To identify key steps in early production techniques • To identify questioning strategies that allow students to comprehend before producing the target language • To plan and demonstrate how to use Early production by teaching a 15 minute lesson	Aneta Dimitrova
16:45 - 17:30	Dialogue / Drill	• To recognize the goal and underlying principles of the dialogue/drill technique • To identify key steps in the dialogue/drill technique • To model the dialogue for the students • To provide cues for eliciting the dialogue • To select meaningful segments for repetition practice • To develop drills to practice pronunciation, vocabulary, structure, and student-to-student communication	Aneta Dimitrova

9:00 - 10:30	Teaching Speaking	• To introduce different approaches to teaching speaking that will enhance learner's participation, fluency, confidence and communication strategies • To discuss different obstacles in learning to speak a foreign language and ways to overcome them • To familiarize participants with strategies for teaching pronunciation	Dora Trifonova Mila Tasseva
10:30 - 11:15	Information Gap	• To recognize the goal and underlying principles of the information gap technique • To identify key steps in the information gap technique • To set up an information gap activity • To identify strategies to provide different information to different students to fill the information gap	Mila Tasseva
11:15 - 11:45	Break		
11:45 - 12:30	Role Play	• To recognize the goal and underlying principles of the role play technique • To identify key steps in the role play technique • To elicit a model for the role play technique • To identify strategies to provide opportunities for students to expand the model using different vocabulary and structures	Milena Georgieva
12:30 - 14:00	Lunch Break		
14:00 - 15:30	Evaluation during PST	• To describe evaluation techniques in the Competency-Based Curriculum • To decide when to use a certain technique • To design evaluation activities	Zova Lubenova
15:30 - 16:00	Break		
16:00 - 17:00	Focused Listening	To recognize the goal and underlying principles in teaching listening To identify key steps in teaching listening To develop exercises that require the listener to respond with an action To provide clues to guide students in responding to listening tasks	Dora Trifonova

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HOW TO DO IT

"GENERIC" LANGUAGE TOT: GOALS, SCHEDULES AND TRAINING DESIGNS

THE "GENERIC" LANGUAGE TOT

The most common kind of TOT usually involves both new and experienced teachers. We include here a sample schedule and sample session designs for sessions that commonly make up the major part of a generic, mixed-level TOT, though the emphasis is on orienting new teachers to basic concpets and skills needed in PC language programs.

GOALS FOR A GENERIC TOT

Goals of your TOT will vary according the specific needs and conditions of your post. However, the goals listed below, which were developed for a TOT for beginning teachers in Suriname, show the general range of things that need to be accomplished in most TOTs. If you have a full group of teachers with previous experience in Peace Corps language training, you will need to adapt these.

- Participants will become familiar with the goals of Peace Corps language training.
- Participants will become familiar with competency-based curricula, learning styles, learning strategies and other areas based on adult learning theory.
- Participants will study, practice, and demonstrate a variety of teaching methods compatible with competency-based language instruction.
- Participants will become familiar with evaluation and testing techniques.

TEN-DAY GENERIC TOT DESIGN

This generic TOT design was developed for new language programs, but is still used, in adapted form, by most posts for new teachers. It is offered as a suggestion. The actual time spent on any staff training area should be a function of the needs of a particular TOT staff group. Adjust session times according to your own needs.

WEEK ONE

MORNINGS Introduction to Peace Corps and P.C. language programs	Adult Learning Theory and Competency-based curriculum	Total Physical Response	Pre-production and early production activities (controlled questioning)	Micro teaching (cont.)
AFTERNOONS Modalities, Learning styles and Lesson Plans	Introduction to language texts	Prepare lesson, practice micro-teaching and giving feedback	Micro-teaching among language groups.	Giving/receiving Feedback Mid-TOT Feedback

WEEK TWO

MORNINGS Dialogs and Charts	Charts (from dialogs) and Information Gap	Role plays	Grammar instruction	Revision of lesson plans Assessment: principles and application
AFTERNOONS Writing dialogs and Micro-teaching	Creating activities and micro teaching	Community contact assignments	Creating a lesson: Putting it all together	Wrap up TOT Evaluation

DESCRIPTIONS OF COMMON SESSIONS FOR LANGUAGE TOTS

The following sections contain detailed session descriptions for the most commonly included sessions for a "generic" language TOT Each session design includes a statement of objectives, the amount of time needed, a detailed description of the session activities, suggestions for possible variation, and a list of supplementary materials that are needed. Those materials (handouts, flipcharts, visuals, etc.) are included at the end of each session plan.

SAMPLE SESSION PLAN

1. INTRODUCTION TO PEACE CORPS

OBJECTIVES

To state PC goals.
To become familiar with PC history and organization.

MINIMUM TIME:

45 minutes

ACTIVITIES DESCRIPTION

1. Begin by asking participants what they know or have heard about Peace Corps already. Put some of their comments on a flip chart.
2. Ask them to read the handout on Peace Corps and to try to answer the questions on the quiz.
3. After about 15-20 minutes, have pairs compare answers and then review together, item by item.
4. Discuss more fully items on the quiz that are important for your post or with your particular group of participants. Revise question 15 on the quiz to make it relevant to your region.

OTHER SUGGESTIONS

If there is a video of PCVs at your post or other suitable video resource, use that.
A panel of staff and PCVs can be useful, too.

HANDOUTS/VISUALS

- Flip chart with three PC goals
- Reading "What Is Peace Corps?" .
- Quiz on Peace Corps
- Brochures or videos as available and appropriate

WHAT IS PEACE CORPS?

WHAT IS PEACE CORPS?

Since 1961, Peace Corps Volunteers have been sharing their skills and energies with people in the developing world. They are helping these people learn new ways to fight hunger, disease, poverty, and lack of opportunity. In return, Volunteers are seeing themselves, their country, and the world from a new perspective.

It is a world that has changed dramatically since John F. Kennedy issued an Executive Order to create the Peace Corps on March 1, 1961. Over 150,000 Americans have been Peace Corps Volunteers since it began. At the invitation of host governments, Volunteers have served in more than 100 countries. The Peace Corps is the only American government agency that places its people--the Volunteers--in communities to live and work directly with the people of developing nations.

Today approximately 7,000 Volunteers are working in over 90 countries. They spend two years of their lives working directly with the people of those nations to make life better.

WHAT ARE THE THREE GOALS OF PEACE CORPS?

The Peace Corps was created to promote world peace and friendship. Specifically, its goals are:

- To help the people of interested countries meet their need for trained men and women.
- To help promote a better understanding of the American people on the part of the people served.
- To promote a better understanding of other people on the part of the American people.

WHO ARE PEACE CORPS VOLUNTEERS?

The Peace Corps Volunteers are men and women with dozens of different skills. Three to five years of work experience and/or a college degree are required--as is a serious commitment to help. Specifically, Peace Corps Volunteers have backgrounds as: agriculturalists, natural resource managers (foresters), teacher trainers, liberal arts generalists, fishery specialists, engineers, business people, nurses and other health professionals, home economists, skilled trades people, and educators.

Any healthy adult U.S. citizen is eligible for consideration. Volunteers come from all ethnic backgrounds and may be any age from 19 to 90. There is no age limit for serving. Married couples may serve as Volunteers if both can work and are qualified.

WHAT DOES PEACE CORPS REQUIRE FOR LANGUAGE LEARNING?

For many assignments, a language other than English is required. The U.S. law that established the Peace Corps states that Volunteers must learn the language sufficiently to carry out their work. Since previous knowledge of another language is not required of applicants, Peace Corps provides intensive language training for new Volunteers.

WHAT DO PEACE CORPS VOLUNTEERS DO?

Volunteers work for their host country government department, agency, or organization. They are supervised by and work with host country nationals. They are subject to local laws.

A living allowance in the local currency is issued to Volunteers to cover housing, food, essentials, and a little extra spending money. When service is completed, Volunteers receive a small readjustment allowance to help them resettle in the U.S. Although no one becomes wealthy as a Peace Corps Volunteer, most former Volunteers say that it is one of the most significant experiences in their lives.

THE THREE GOALS OF PEACE CORPS

1. TO HELP THE PEOPLE OF INTERESTED COUNTRIES MEET THEIR NEEDS FOR TRAINED MEN AND WOMEN.

2. TO HELP PROMOTE A BETTER UNDERSTANDING OF THE AMERICAN PEOPLE ON THE PART OF THE PEOPLE SERVED

3. TO PROMOTE A BETTER UNDERSTANDING OF OTHER PEOPLE ON THE PART OF THE AMERICAN PEOPLE.

WHAT DO YOU KNOW ABOUT PEACE CORPS?

True or False:

_____1. Peace Corps is a U.N. Agency.
_____2. Peace Corps goes to a country only if invited by that country's government.
_____3. Peace Corps began in response to the breakup of the Soviet Union.
_____4. Peace Corps is at work in over 90 countries.
_____5. The main role of Peace Corps is to spread democracy and capitalism.
_____6. A Volunteer might be young, old, single, married, and from any race or ethnic group.
_____7. A Volunteer earns a large salary.
_____8. A Volunteer agrees to serve for two years.

Multiple Choice:

9. Peace Corps began under President _____in 19 ___.
___Bush, ___Carter, ___Nixon, ___Kennedy ___61, ___69, ___77, ___ _____89.
10. Peace Corps is a _____organization.
___religious, ___intelligence, ___voluntary, ___business
11. Volunteers don't work as_____.
___nurses, ___politicians, ___teachers, ___foresters.
12. A Volunteer gathers information for
___churches, ___embassies, ___Coca Cola,____none of the preceding.
13. A Volunteer is accepted by Peace Corps based on .
___technical qualifications, ___commitment to international understanding,
_____good health, ___all of the above.
14. A Volunteer is someone who wants to _____.
___make money, ___find a spouse, ___enjoy the good life, ___serve others.

Fill in the blanks:

15. Name European countries where Peace Corps has started programs since 1990: _____, _____, _____.
16. A Volunteer might face adjustment problems with climate, communications, transportation, clothing, food, _____and _____.
17. How can we help orient and train Volunteers to adjust to life and work in your country?
18. Besides being accountable to themselves, to whom else should the Volunteers be accountable?
_____, _____, _____.
19. One of the goals of Peace Corps is to help Americans to understand and appreciate your country better. What would you want Americans to know about your people and your country?

20. How would you say Peace Corps Volunteers could serve your country best?

What questions do you have about Peace Corps?

ANSWER KEY

WHAT DO YOU KNOW ABOUT PEACE CORPS?

True or False:

__F__ 1. Peace Corps is a U.N. Agency.
__T__ 2. Peace Corps goes to a country only if invited by that country's government.
__F__ 3. Peace Corps began in response to the breakup of the Soviet Union.
__T__ 4. Peace Corps is at work in over 90 countries.
__F__ 5. The main role of Peace Corps is to spread democracy and capitalism.
__T__ 6. A Volunteer might be young, old, single, married, and from any race or ethnic group.
__F__ 7. A Volunteer earns a large salary.
__T__ 8. A Volunteer agrees to serve for two years.

Multiple Choice:

9. Peace Corps began under President _____ in 19 ___.
___Bush, ___Carter, ___Nixon, __X__ Kennedy __X__ 61, ___69, ___77, ___89

10. Peace Corps is a _____ organization.
___religious, ___intelligence, __X__ voluntary, ___business

11. Volunteers don't work as_____.
___nurses, __X__ politicians, ___teachers, ___foresters

12. A Volunteer gathers information for
___churches, ___embassies, ___Coca Cola, __X__ none of the preceding

13. A Volunteer is accepted by Peace Corps based on _____.
___technical qualifications, ___commitment to international understanding, ___good health, __X__ all of the above

14. A Volunteer is someone who wants to _____.
___make money, ___find a spouse, ___enjoy the good life, __X__ serve others.

Fill in the blanks:

15. Name European countries where Peace Corps has started programs since 1990:
MOLDOVA , ALBANIA, UKRAINE, RUSSIA , ROMANIA POLAND CZECH REPUBLIC, SLOVAKIA, ESTONIA, LITHUANIA, LATVIA , HUNGARY .

16. A Volunteer might face adjustment problems with climate, communications, transportation, clothing, food, **WORK** and **CULTURAL ADJUSTMENT**

17. How can we help orient and train Volunteers to adjust to life and work in your country?
BY TEACHING ABOUT LANGUAGE AND CROSS-CULTURAL DIFFERENCES

18. Besides being accountable to themselves, to whom else should the Volunteers be accountable?
HOST COUNTRY SUPERVISORS, COUNTERPARTS , PEACE CORPS.

19. One of the goals of Peace Corps is to help Americans to understand and appreciate your country better. What would you want Americans to know about your people and your country?

20. How would you say Peace Corps Volunteers could serve your country best?

What questions do you have about Peace Corps?

SAMPLE SESSION PLAN

2. INTRODUCTION TO PEACE CORPS LANGUAGE PROGRAMS

OBJECTIVE

To identify goals and principles of PC language programs

MINIMUM TIME:

30 Minutes

ACTIVITIES DESCRIPTION

1. Have participants read this two-page statement of language program goals and principles.
2. Have a whole group discussion contrasting Peace Corps goals with those of an academic language program, or the kind of program most participants are familiar with.

OTHER SUGGESTIONS

- Revise the general handout so that it is more clearly about your language program. Distribute this handout ahead of time and ask participants to read it before coming to the TOT.
- Prepare a list of discussion questions based on the reading and have participants select ones that interest them. You could also do a jigsaw activity, dividing responsibility for different sections of this document among pairs of participants, asking them to summarize their portion for the others.
- With more experienced language instructors, you can all review the reading and evaluate the language program in terms of the three language training goals, discussing what measures to use in order to make these judgments.

HANDOUTS/VISUALS

- Goals of your language program on a flipchart
- Readings:

Peace Corps Language Program Goals and Principles.

Peace Corps Language Training

• **Goals** Peace Corps language training has three kinds of goals: achievement of competencies, proficiency level attainment, and language learning skills development. First, Peace Corps language training aims to provide Trainees and Volunteers with the specific competencies that are required in their living and work situations. These competencies, determined through ongoing needs assessments, comprise many of the objectives of the language training curriculum during Pre-Service Training. Second, Peace Corps language training in many countries helps Trainees reach a minimum proficiency level as part of the requirements for being sworn in as Volunteers. Attainment of oral proficiency is measured by a standard oral proficiency interview conducted by trained testers. Third, recognizing that language learning is a long-term process, Peace Corps promotes the development of continuing language learning skills during Pre-Service Training. After swearing in, Volunteers manage their continued language development by employing language learning strategies, working with tutors, and using self-study materials.

• **Methods** The competency-based approach has been adopted for Peace Corps language program curricula worldwide because it bases the language program content on learners' needs. However, the competency-based approach does not dictate any single method of teaching. Because there is no single best way to learn a language and because learners have many different learning styles, Peace Corps does not endorse any one methodology for language teaching. Basically, instructors should employ a variety of methods, based on the most recent professional standards. Current training of Peace Corps language teachers includes methods and techniques based on the Natural Approach, the Communicative Approach, and elements from the Audio-Lingual method.

• **Listening first.** For beginning level learners, sessions early in PST and introductory portions of most lessons in the PST should emphasize listening skills, not forcing learners to repeat new material immediately. Students should be required at times to listen to new material without being able to see it written out. This will help them avoid becoming too dependent on the written form of the new language. Learners need to develop an ear for the sounds of the new language. During the course of the PST, the emphasis on speaking and writing may increase.

• **Reading.** Educated Americans are used to learning through print material and will not be satisfied with speaking and listening activities only. Although lessons should emphasize the speaking and listening skills our learners need to master most, instructors should also include reading and

writing activities that support the oral lessons. Worksheets and other writing exercises can be given for homework from the very start. For many languages, developing reading skills is key for Volunteers to continue to learn the language.

• **Variety within an organized lesson.** Lessons should contain a variety of activities in order to appeal to different learning styles. This variety should be provided in a four-step sequence of activities which reflect current understanding of adult learning and of language acquisition. First, lessons should begin with non-stressful review and warm-up activities which focus learners on previously studied material in a personal, enjoyable way. Second, the lesson should proceed to introducing new material, relating it to previously learned items and to the students' needs. Third, and most important, the lesson should engage learners in extensive practice with the new material. Finally, there should be an attempt to have the learners use the new language in a creative way, using or simulating outside the classroom settings. Lessons should progress from activities which the teacher dominates or controls to activities in which the learners have more control over choices, setting their own pace and deciding what they will say. Students must progress beyond simple repetition of pre-formulated dialogs.

• **Grammar.** Grammar is an important aspect of the language program, but it is not the overriding goal of the program to produce speakers who can explain their new language in terms of its systems. Rather, grammar explanations and practice activities (drills and written exercises) should be linked to the real-life purposes for which the student is learning the language, what we are calling the competencies. Grammatical accuracy is more important as students' proficiency increases and as more formal contexts are treated, e.g., introducing oneself at a meeting. Instructors need to provide students with *practice* with structures. Students can consult grammar reference materials for explanations in English.

• **Learner responsibility.** Peace Corps encourages learners to take an active role in their learning through keeping language notebooks, discussing their learning with their instructors, and monitoring their own progress on competency checksheets. Learners should consciously attempt to develop and use a variety of strategies in their language learning, and Peace Corps has developed materials to help them in this effort.

SAMPLE SESSION PLAN

3. LEARNING MODALITIES

OBJECTIVES

To identify one's dominant modality
To identify teaching activities for each modality

MINIMUM TIME

One hour

ACTIVITIES DESCRIPTION

1. Begin by asking participants as a group how they prefer receiving directions to a place in a city: by using a good, detailed map OR by discussing the route with someone OR by having someone lead them part of the way to the destination. Which way helps them the most?
2. Next, put up a modalities grid flipchart with pictures for each column heading: an eye, an ear, and a hand. Lead participants through the first row of the chart and discuss whether their **dominant** modality might be visual, oral or kinesthetic. Then ask them to look at the next two rows, explaining as necessary. Ask them to decide which is their dominant modality.
3. Post pieces of flip chart paper in three corners of the room (or unfurl those you have placed there ahead of time). One has an eye at the top, another an ear and the third, a hand. Ask participants to go to the chart that reflects their dominant modality.
4. Distribute marking pens and ask groups to list language learning and teaching activities that most appeal to their dominant modality. After ten minutes, ask a spokesperson to list the activities their group has identified. This should yield some idea of the range of language teaching techniques they may be familiar with.
5. Summarize with the point that lessons need to include activities that appeal to the full range of modalities, not just those favored by the teacher.

NOTE: Usually most participants are "visual," and you may want to discuss why this might be so--the kind of learning required in school, etc.

OTHER SUGGESTIONS You may ask participants to label themselves, using stickers with an eye, ear or hand to keep everyone aware of the differences throughout the workshop.

HANDOUTS/VISUALS Chart for Modalities

Chart for Modalities

	Visual	Auditory	Kinesthetic
Preferred free-time activities	• painting • visiting museums and galleries • sightseeing • watching sports	• attending concerts • listening to the radio or recordings • singing	• building things, sewing • dancing • playing sports and games • acting in plays
Preferred way to learn to use a computer or repair an automobile engine	• looking at diagrams and charts • reading the manufacturer's manual • observing someone else	• hearing a clear explanation • following step-by-step spoken instructions	• experimenting with tools • doing problem-solving exercises with the equipment • just trying things out
Favorite aspects of workshops or training sessions	• lots of handouts • clear posters and diagrams • watching demonstrations	• good lectures • conversing with others • question/answer sessions • listening to panel discussions	• activities or games with physical movement • the opportunity to make things or practice a skill • doing a role play or demonstration

SAMPLE SESSION PLAN

4. FROM LEARNING STYLES TO LESSON PLANS

OBJECTIVES

To identify one's own learning style
To identify different activities for each type of learner
To relate styles to lesson plan in 4-Mat system

ACTIVITIES DESCRIPTION

1. Refer back to the modalities session, noting that in that session we were looking at general ways of learning, emphasizing the physical senses of sight, hearing and touch. Learning is very complex and involves mental and emotional factors as well. In the quiz that participants are about to take, they should think of themselves as learners. Ask them to recall a recent experience of learning something new.
2. Distribute the quiz booklet, and work through the first item together. The final scores indicate whether the participant's preferred learning style is: feeling (Active Experimentation), watching (Reflective Observation), thinking (Abstract Conceptualization), or doing (Concrete Experience).
3. Discuss the four preferences, (which may be further differentiated as types of perceptions and processes, depending on how sophisticated an analysis you want to pursue). Note that no single style is inherently superior to another.
4. If time and participants' backgrounds permit, each quadrant can be discussed as a separate learning style resulting from the two separate perception/processing axes: Feeling +Watching=Imaginative, Watching+Thinking=Analytic, Thinking+Doing=Common Sense, and Doing+Feeling=Dynamic.
5. Participants may want to discuss how their quiz results reflect their teaching styles as well as their learning styles. Question: What does this variety of learning styles mean for language lessons? Present the idea of moving around the circle within a lesson plan, or over a sequence of lessons, moving in the following sequence (Use a poster or transparency to present the sequence as a circle divided into four quadrants).

6. Brainstorm classroom activities that fit each quadrant–or go over the Sample Activities page in the handout. Talk about sessions in the workshop thus far to see how they compare with this lesson planning scheme.
7. Discuss whether it would be a good idea to give this learning style quiz to Peace Corps Trainees. (Peace Corps Philippines uses a learning style inventory, but doesn't do it until the Trainees have been in language classes for a week or so.) It should be mentioned that instructors may need to disagree with Trainees who use "learning style" as a reason for non-participation in activities or for being overly critical of lessons. Although we all have preferred learning styles, it is to our benefit as learners to expand our range of approaches to learning. Learning style quizzes and inventories may help us recognize tendencies, but our styles shift depending on the task, how much we know about a subject and other factors.
8. Note that many sessions in the TOT will follow the 4-step sequence and participants should keep in mind the needs of different kinds of learners.

OTHER SUGGESTIONS Distribute the booklet ahead of time and have participants fill out the quiz before coming to the session.

HANDOUTS/VISUALS
- Handout on Learning Styles--quiz and additional materials
- Lesson Plan Outline for a flipchart

Learning Styles Inventory

Put a check mark next to the statements that best describe you as a language learner:

Learning Style 1

1. When I learn, I want the subject to be directly related to my life.
2. I like to discuss opinions with others while I learn.
3. I like to hear the teacher tell a story or to watch a video in the new language.
4. It helps me to hear a lot of examples of a new language item at first.
5. Outside class, I like listening to groups of people talking in shops, at a social event, or just hanging out.
6. Listening to the radio, watching movies or TV are things that help me learn.

Learning Style 2

1. I like the teacher to let me find my mistakes.
2. I want to write things down in my notebook.
3. I like to study alone.
4. I like to study grammar, both in class and at home.
5. It is important to me that lessons are presented logically and clearly.
6. Diagrams, tables and charts help me learn.

Learning Style 3

1. I like to learn by doing practice exercises.
2. I prefer lessons that help me solve communication problems I am having.
3. I like doing role plays in class to help me prepare for interactions outside.
4. Playing games and working on puzzles help me remember material.
5. I like the teacher to give me problems to work on.
6. I enjoy practicing questions and answers with a learning partner.

Learning Style 4

1. I like working with a group to create a newspaper or perform a play.
2. I like independent projects.
3. I like interviewing people for a survey.
4. I like organizing field trips.
5. I like to learn a skill, such as dancing or a craft, with members of the community.
6. I like to share my own songs and stories with others.

Add up the number of check marks in each of the four Learning Style types. Which is your most preferred learning style? Which is next most preferred? Read more about each learning style on the next page.

CONCRETE	*EXPERIENCE*
DYNAMIC **Type Four: "Dynamic Learners"** * combine doing and feeling * seek hidden possibilities * judge things by first impressions * function by synthesizing various parts * enjoy challenging complacency * are enthusiastic and adventuresome * tend to disregard authority *ACTIVE*	**IMAGINATIVE** **Type One: "Imaginative Learners"** * combine feeling and reflective observation * seek personal meaning * judge things in relationship to values * function through social interaction * want to make the world a better place * are cooperative and sociable * respect authority when it is earned *REFLECTIVE*
EXPERIMENTATION	*OBSERVATION*
COMMON SENSE **Type Three: "Common Sense Learners"** * combine analysis and doing * seek solutions to problems * judge things by their usefulness * function through kinesthetic awareness * want to make things happen * are practical and straightforward * see authority as necessary, but will work around it if forced *ABSTRACT*	**ANALYTIC** **Type Two: "Analytic Learners"** * combine observation and analysis *seek intellectual competence * judge things by factual verification * function by adapting to experts * need to know "the important things" and want to add to the working knowledge * are patient and reflective * prefer chain of command authority *CONCEPTUALIZATION*

Lesson Plan

4 **APPLICATION** The last quadrant is the "Application" stage of the lesson. Here the students can use what they have been practicing in new, more "real" situations. The learners who enjoy this lesson stage most like creating and exploring possibilities for applying what they have acquired, especially if it will have an impact on their lives or the community. This is a vital part of the lesson since it is here that students show they have internalized the new material and can discover the answer to their question, ***What if...?***	**1** **MOTIVATION** The first quadrant addresses the needs of those students who must become personally involved in the lesson. These students need to see how the material they will be learning is relevant to them--how it relates to their lives and to knowledge they already have. This quadrant is labeled "Motivation" since this part of the lesson provides the experience that demonstrates the purpose of the lesson, answering the question, ***Why?***
3 **PRACTICE** The third quadrant is the "Practice" part of the lesson. It is essential that the students practice and understand what was presented in the information stage. Students need a variety of exercises and activities to try out what they have learned in order to make it more understandable. In this part of the lesson, students are discovering the answer to the question, ***How does this work?***	**2** **INFORMATION** The second quadrant, "Information," is designed for students who are interested in gaining new knowledge and who want the concepts as presented in texts and by researchers. This is an integral part for the presentation of the new material in the lesson. It answers the learners' question of ***What*** the new information or skill is.

SAMPLE ACTIVITIES
4MAT LESSON PLAN
(INTERMEDIATE/ADVANCED LEVEL)

APPLICATION	MOTIVATION
Writing letters Organizing theme programs Making posters and displays Organizing games Sharing original poems, songs, stories, reports Giving speeches Participating in scenarios, skits, or plays Participating in debates Publishing student work Organizing field trips Conducting and reporting on interviews Conducting and reporting on surveys	Discussing personal experiences Discussing an item Looking at pictures, drawings, posters, videos Brainstorming Free writing about a topic Listening to a tape Singing a song Interviewing a guest Watching a role play or skit Reading an excerpt from a book a short magazine article a short story/poem Sharing a model or sample assignment Interview/survey/research (link from previous lesson)
PRACTICE	**INFORMATION**
Practical, meaningful exercises Formulating questions for others to answer Exercises requiring critical thinking skills (comparing, contrasting, judging, generalizing, prioritizing) Writing, revising, editing Multiple choice/matching Pair or group discussions Project planning Case studies Cloze exercises Completing and practicing role plays Completing comics or cartoons Making diagrams, tables, and charts	Deductive analyses Lectures Notetaking Controlled Drills (Audio-Lingual Method) Cultural Notes Silent Reading Controlled exercises (Audio-Lingual Method) Grammar/Translation Dictations Analyses of diagrams, tables, and charts

Mary Jo Larson, Peace Corps

REACHING ALL LEARNING STYLES IN A LESSON PLAN

1. **Motivation: Warm-Up/Review/Introduction (for feelers & watchers)**
   - **Create the experience**
   - **Reflect on the experience**

2. **Presentation/Information (for thinkers & watchers)**
   - **Integrate reflections into concepts**
   - **Present and develop theories and concepts**

3. **Practice (for thinkers & doers)**
   - **Practice and reinforce new information**
   - **Personalize the information**

4. **Application (for feelers & doers)**
   - **Develop a plan for applying new concepts**
   - **Do it and share with others**

SAMPLE SESSION PLAN

5. ADULT LEARNING THEORY/CBC

OBJECTIVES

To identify the characteristics of a competency-based curriculum (CBC) and explain why it is appropriate for PC language training

MINIMUM TIME

One hour

ACTIVITIES DESCRIPTION

Session Delivery Strategies:

- Mini-lecture
- Guided discussions
- Video with a competency-based lesson
- Handout on CBC
- Discussion comparing CBC to a more traditional approach

1. Participants brainstorm the question: When you studied English (or any other foreign language) for the first time, what did you hope to be able to do? Possible responses:
- to converse with English speakers,
- to correspond with a friend in an English-speaking country,
- to understand British or American films or TV shows,
- to be able to read academic materials.

You were probably eager to find ways to adapt your classroom study to your purposes.

What makes a language learning effort worthwhile? We believe that language learning should foster communicative competence, i.e. using language in ways that fit the social and cultural context.

Competencies (= "life skills") - The repertoire of verbal and associated behavior that a person needs to perform the tasks of daily life; the successful performance of a set of behaviors. If a person needs a competency to do a certain function, say, buy a bus ticket, the objective is for the learner to actually buy the ticket.

A Language Function - Something we do by using words. Examples: asking for and giving information, accepting an offering, expressing surprise or approval, apologizing, suggesting a course of action, meeting people, expressing and finding out emotional/moral/intellectual attitudes, getting things done, socializing

2. Facilitator gives a lecture on the CBC development cycle. Put the four cycle steps on a flip chart to illustrate as you proceed.

Lecturette Notes: Stages of CBC design:

1. Needs Assessment: identifying life areas requiring language skills for surviving in a new culture.
2. Organizing Curriculum:

A. Sequencing topics and competencies, forming training objectives;

B. Breaking down the competencies into the 4 language skills and determine the vocab. and structures, as well as the cultural features needed; (CULTURE: A CBC by definition includes culture. Noting cultural points before planning lessons, will help a teacher remember to include all the extra-linguistic aspects of a culture).

C. Analyzing the grammar for level of difficulty and group the competencies together by level, which allows them to be introduced and then reintroduced at successively higher levels of difficulty.

3. Target Instruction / Writing Lesson Plans: - stages of the lesson + activities >using and applying your knowledge of learning strategies and styles, the 4 language skills, older learners, teaching methods.
4. Evaluation: Actual performance in a real-life situation would be the ideal measure of competency.

Identifying

- criteria to check:
  - comprehension
  - achievement
  - progress
- modalities to evaluate:
  - class performance
  - simulations
  - self-evaluation
  - field trips
  - questionnaire
  - interview

Guiding Principles:

1. The goal of CBC is successful communication.
2. Language practice should be meaningful; communicative and situationally based. "Real" language should be emphasized.
3. Language occurs within a social context. Extralinguistic features of the target culture, such as gestures and eye contact, can also be addressed.
4. Teaching grammar and pronunciation can easily be incorporated.

5. Frequently, the language which students need to comprehend is different from what they need to speak or write. Not all the language needs to be produced. Some words, phrases, or sentences, should be taught for listening (or reading) only.
6. Language should be spiraled and reviewed.
7. The number of items presented must be carefully determined. No more than 9 language items should be emphasized at any one time. Grammatical complexity and vocabulary should be adapted to the ability of the student to avoid excessive frustration.
8. Moving from the known to the unknown facilitates learning. Students should practice the language in situations familiar to them first. Then the same topics will be revisited in less familiar situations.
9. Instruction should focus on individual needs as much as possible. If they do need certain competencies included in the curriculum, these should be deleted. Also, Ss should focus on language they themselves need, rather than what a classmate needs. (Ex. Each PCV should be able to describe his/her own past work experience, but not the work experience of other PCVs)
10. Not everything has to be or should be fixed. The curriculum is designed to ensure maximum flexibility. Teachers must constantly assess their Ss' ability to go beyond the minimum.
11. Competency-based language instruction allows for the use of a variety of methods, materials and techniques. Since learners have individual learning styles, a variety of auditory, visual or physically active tasks should be included in a given lesson.

3. Follow-up Discussion:
- life skills more important than linguistic skills
- topic - the first consideration after identifying the needs; types of topics - social, survival, technical
- competency - what the learner will be able to do with the language of the topic (measurable)

Ex. Topic: Food
Competencies:
- be able to refuse politely: Thank you, I've had enough.
- be able to ask about taste: Excuse me, is it bitter or sweet?

4. Write a few competencies on a flip chart and participants analyze them.
5. Participants brainstorm a list of structures that could go with the competencies.
6. Discussions: The place of language in a CBC:
- structure
- vocabulary
- cultural notes / aspect

7. Conclusion:
- CBC is a performance-based outline of language tasks.
- This is a curriculum which supports a Communicative approach to language teaching.
- For most PCVs, the emphasis is on speaking and listening.

TOPIC > COMPETENCY > SKILL > LANGUAGE COMPONENT

• The four skills are involved - speaking, listening, reading, writing.

Distribute handout: *CBC Introduction.*

8. Ask participants how the teacher may promote communicative competence in the classroom and at the end of the discussion shows transparency *Summary of Ways To Promote Communicative Competence.*

9. Assignment for homework: Participants are given 2 topics and are asked to write out 4 or 5 competencies for each of it and the cultural aspects that they think should be taught alongside with them.

OTHER SUGGESTIONS

• Assign the reading as homework the night before and then begin with the T/F Quiz.

• Begin by showing a video of a competency-based lesson and have participants analyze it in terms of the goal of the lesson, atmosphere in the classroom, error correction, student activities, teacher role, and language content. Then compare that to a more traditional grammar-focused class.

HANDOUTS/VISUALS

• CBC Quiz,
• CBC Introduction,
• Flipchart: Ways To Promote Communicative Competence

COMPETENCY-BASED LANGUAGE TRAINING: AN INTRODUCTION

Peace Corps has adopted the competency-based approach for its language training programs world-wide. This introduction will first take a look at why this approach was adopted, explaining the benefits of a competency-based approach to curriculum design in a language program. Next, there is a description of the components of the competency-based curriculum and the process involved in its development. Finally, there is a summary of how language testing is carried out in this kind of language program.

1. A Rationale for the Competency-Based Approach

A competency-based approach to language training is one which focuses on the specific tasks that learners will need to accomplish through language. This approach focuses not only on language, but also on the cultural context and purpose of the communication. Some competencies are closely tied to work tasks, such as reporting an absence, explaining a procedure, or making an appointment with a supervisor. Others reflect basic survival needs like buying food, handling emergencies, and using local transportation. Still other competencies are part of ordinary social transactions, such as discussing home and family, requesting clarification, or expressing likes and dislikes. The competencies included in Peace Corps Pre-Service Training (PST) are those which Peace Corps Volunteers will need most during their initial months in the country.

The competency-based approach is particularly well-suited to adult learners, who bring many advantages to the language classroom. First, they are experienced learners whose cognitive skills are fully developed. This means they can make generalizations, understand semantic and syntactic relationships and integrate the new language into their already developed first language. Second, adult learners are self-directed and independent. They have strong feelings about how and what they need to learn, and they take responsibility for that learning. Finally, adult learners—especially Peace Corps Volunteers—are highly motivated. They understand the importance of being able to communicate in the new language in this new endeavor they have undertaken.

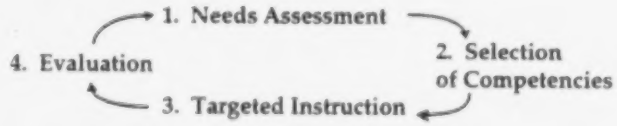
The competency-based approach takes advantage of these strengths that adults have as language learners. First, it is designed to be relevant. Because lessons are based directly on the needs of the learner, there should be no doubt as to their usefulness. Those which are not relevant should be omitted, and any essential competencies which have been overlooked should be added. It is expected that needs assessments and revisions of teaching materials will be a continuing process so that the program stays relevant to each group of learners. Second, basing instruction on competencies means that goals are clear and concrete. The learners know what success will look like from the start and can assess their own progress toward mastery of the competencies. Third, competency-based language programs are flexible in terms of time, learning style, and instructional techniques. There is no need to linger over a lesson once mastery of a competency has been demonstrated and, within program constraints, extra time can be devoted to more difficult competencies. Lessons can—and should—be taught through a variety of techniques, since different learners benefit from different kinds of approaches. And there is always room for experimenting with new methods, combining them with more familiar ones.

It is hoped that, with the help of trained Peace Corps language instructors, the competency-based approach to language training during PST will result in interesting, relevant language

instruction which will enable new Peace Corps Volunteers to function effectively in their new surroundings and to begin the process of continuing their language learning throughout their time of service.

2. Developing a Competency-Based Curriculum

A curriculum is a way of organizing the content of a course of instruction, indicating which elements are to be included, which are to be emphasized and which come first, second and so on. It is the plan for instruction. Learners' needs are the central consideration in the design of a competency-based curriculum. Unlike a traditional approach, based on a strict structural sequence, this approach to curriculum development begins by gathering information on what the learner needs to be able to do in the language. The process of developing a competency-based curriculum follows a cyclical process, as the figure below illustrates.



First, learners' needs are assessed to determine the language skills they will need in the outside world. Will they need to participate in business meetings? Handle casual conversation exchanges in the workplace? Will they need to be able to give written directions to others—or only to understand them? This needs assessment can be done by surveying the learners themselves or by surveying or observing others in the same situations that the learners will eventually encounter.

The learners' needs should eventually be stated in terms of tasks or competencies, such as "to read newspaper articles to gain information about business activities" or "to make a telephone call to report an emergency." From the inventory of needs, competencies can be selected for the language curriculum. These must then be analyzed and then sequenced into a course syllabus. The outline below is one approach to analyzing a competency.

TOPIC

I. Competency Statement
   - A. Structure(s)
   - B. Language Function(s)
   - C. Vocabulary
   - D. Skill Emphasis: listening, reading, writing, speaking
   - E. Cultural Notes

The sequence of competencies will depend not only on the complexity of the language but also on the immediacy of the learners' needs and the sophistication of the tasks.

When these steps have been completed, course materials can be prepared and instruction can be targeted to the learners. After the instruction has been completed and the learners have left the course it is important to evaluate not only the learners, but also the effectiveness of the instruction and the curriculum so that further adjustments can be made and the curriculum renewal process can continue.

CBC QUIZ
TRUE/FALSE

_____• CBC is grammatically based.

_____• CBC is learner-centered.

_____• CBC is appropriate for teaching adults only.

_____• In a CBC program learners should be grouped according to their learning styles.

_____• CBC is based on the needs assessments; Needs Assessments are a step in developing a CBC.

_____• Every lesson should start with a review in a CBC.

_____• A competency is what a learner will be able do with the language of the topic.

_____• CBC can be used only in the initial stage of learning a foreign language.

_____• CBC is based on communication and comes out of it.

SUMMARY OF WAYS TO PROMOTE COMMUNICATIVE COMPETENCE

1. Create a relaxed atmosphere in the classroom.

2. Encourage communication more than correctness.

3. Maximize peer interaction.

4. Teach the language, not about the language.

5. Use authentic language, not artificial classroom language.

6. Be versatile and creative in your activities.

SAMPLE SESSION PLAN

6. INTRODUCTION TO LANGUAGE TEXTBOOKS

OBJECTIVES

To identify key features of language manual or other materials

MINIMUM TIME

30 minutes

ACTIVITIES DESCRIPTION

1. Hand out the text books and ask participants to look them over. Then hand out a list of questions (or have them on a flip chart).
2. Answering these questions will lead participants through each section and sub-section of the book, introducing them to its features and organization.
3. As an example, we include an questions to use with the Peace Corps Language Training Curriculum: (see handout below)
4. After 15 minutes, have pairs of participants compare their answers.
5. Then open discussion to what other resources they might consider when developing lessons, teaching techniques, etc.

OTHER SUGGESTIONS

Skip this as a separate session, but hand out books early on and ask participants to look through the text when they plan their micro-teaching lessons.

HANDOUTS/VISUALS

Focus Questions for the Peace Corps Language Curriculum

Peace Corps Language Training Curriculum: Focus Questions

Look through the Peace Corps Language Training Curriculum and find answers to these questions:

1. How many topics are in the curriculum?
   Which topic has the most competencies?

2. What are the three kinds of teaching activities included?
   (See Table of Contents)

3. Why are language functions included?

4. What is a "language sample"? (See page 6)

5. What is included in the "curriculum outline"? (See page 8)

6. Where can you find suggestions for visual aids? Are the suggestions appropriate for your situation?

7. How does the curriculum suggest analyzing a grammar point? Will this kind of analysis work for your language? (See page 29)

8. What three types of listening activities are included?

9. What is the purpose of pages 43-49?

10. The curriculum provides activities for three stages of a lesson for each competency. How does this compare to a lesson plan?

11. What ideas do you have for using this curriculum?

SAMPLE SESSION PLAN

7. TEACHING TECHNIQUES: TOTAL PHYSICAL RESPONSE, EARLY PRODUCTION, DIALOGS/CHARTS, CHARTS/INFORMATION GAP, ROLE PLAY

OBJECTIVES

To learn about a variety of teaching techniques
To identify the steps in each technique
To analyze a lesson
To prepare and present a lesson following the steps

MINIMUM TIME:

Half day to full day for each technique, less if review

ACTIVITIES DESCRIPTION

Session Delivery Strategies:
- Assignments on background information
- Brainstorming to elicit information from instructors
- Watching video and highlighting steps
- Preparing and delivering Micro-teaching lessons
- Giving/receiving feedback

All technique sessions can follow the same basic steps outlined below. More visuals and detailed descriptions for organizing the session can be found in commercial video-based teacher training materials and in those from Peace Corps.

1. Review or ask questions to determine prior knowledge of the technique.
2. State the goals and objectives.
3. Presentation:

-Review written background information about the technique or give a lecturette on this material.
-Do a live demonstration of the technique or show a video,

preceded by focus questions.
-Have participants analyze key steps in the technique.
-Model how to give and receive feedback.
4. Practice
-Put participants in pairs to plan a lesson incorporating key steps. They follow the same procedures for each teaching technique:

Micro-teaching Steps

1. Select a topic - e.g. FOOD, Shopping
2. Select a competency - e.g. Ask for fruit in the market.
3. Select an objective - e.g. name 5 local fruits.
4. Specify basic skills - vocabulary, grammar, pronunciation, counting - needed to accomplish objective.
5. Identify Language Skill targeted - listening, speaking, reading, writing.
6. Identify stages of lesson to be covered.
7. Identify technique/activities for each stage of lesson.
8. Prepare materials for the lesson - realia, visuals, worksheets, dialogs, drills, etc.
9. Teach the lesson in your own language.

5. Participants give and receive feedback on practice lesson. You monitor this process.
6. Have participants look through language text and suggest specific lessons in which the technique may be appropriate.

OTHER SUGGESTIONS

- Have experienced instructors lead these session for new ones.
- Hand out readings the night before and review quickly before watching the demonstration.
- Other suggestions are included in commercial and Peace Corps video-based teacher training materials.
- When appropriate in the TOT, hand out the reading about giving and receiving feedback.

HANDOUTS/VISUALS None

SAMPLE SESSION PLAN

8. COMMUNITY CONTACT ASSIGNMENTS

OBJECTIVES

To identify steps in developing Community Contact Assignment
To develop an effective community contact assignment

MINIMUM TIME:

90 minutes

ACTIVITIES DESCRIPTION

- Mini-lecture or reading on the stages of doing a CCA
- Brainstorm on CCAs for the curriculum
- Planning CCA in pairs

1. Begin by referring back to the 4-MAT lesson stages and asking participants how they might do an application activity for a competency-based lesson. Review characteristics of this lesson stage.
2. If you have been doing teaching technique demo lessons that follow a single topic or competency, ask participants to think of what the application activity could be for that.
3. Hand out and review the overview of community contact assignments. Give this as a lecture if necessary, but keep it conversational.
4. Hand out the sample community contact lesson developed for a shopping lesson in the Philippines.
5. Ask the lesson preparation teams that were established in the techniques sessions to develop a community contact assignment linked to the lessons they have been preparing and micro-teaching.
6. Review their lesson plans at each stage and then ask them to put their community contact assignment on a flip chart and present it to the others.
7. Conclude by brainstorming community contact assignments that could be done with other competencies.

OTHER SUGGESTIONS

- Skip lecture, but hand out sample community contact lesson.
- Elicit participants' ideas on what makes a good community contact assignment/lesson. Then proceed with the lesson planning assignment. Hand out the reading afterwards.

HANDOUTS/VISUALS

- Community contact reading
- Sample community contact lesson

COMMUNITY CONTACT ASSIGNMENTS

1. **Selecting and introducing the topic & destination**
   - Is it **relevant** to learners and program goals?
   - Is it **interesting**?
   - Is the assignment or location **language-rich**?
   - Are the assignment and topic of **appropriate difficulty**?
   - Is this assignment economical of time and money?
   - Have the **Trainees** had any **input** into the decision?
2. **Designing the assignment tasks***
   - Answer information questions - (How much is 1 kg of tomatoes?
   - Carry out transaction (Purchase an airogram with postage needed for U.S.)
   - Write down overheard interaction (on a bus, at the post office)
   - Interview specific person (use question sheet with host mother, counterpart, friend of language instructor, etc.)
   - Tape record interaction (in an interview)
   - Write down "sign" language (in theaters, on the street)
   - Make a detailed map (of the market, village, barrio)
   - Cultural observation notes (forms of courtesy at a party, dress, language, introduction customs, contrast roles of males/females, older/younger)
3. **Preparing students for the assignment**
   - Vocabulary/phrases
   - Cultural background
   - Written language
   - Role plays
   - What do learners feel they need? Have any learners already been to this location? Discuss their experiences.
4. **Carrying out assignment**
   - Pairs or individuals?
   - Classtime? Weekend? Long-term assignment ("By next Wednesday...")
   - Written form or tape?
   - Question sheet?
5. **Following up****
   - Presentation to class
   - Comparing notes, etc.
   - Written work to give to instructor
   - Identification of areas needing further work
6. **Evaluating the assignment**
   - Goals met?
   - Learner response

***Verbs for tasks:** attend, buy, collect, count, create, discover, draw, inquire about, find, follow directions, gather, go, identify, interview, listen, look at, observe, order, participate, poll, predict, prepare, read, request information, rewrite, survey, take out, telephone, watch, write.

****Verbs for post-task:** analyze, assess, categorize, compare, contrast, describe, determine, generalize, infer, invent, perform/act, pool information, present, report, review, write

COMMUNITY CONTACT ASSIGNMENT (Example)

TOPICS: Shopping, Personal Information
LANGUAGE COMPETENCIES: Gathering informaton about items in a sari-sari store
Purchasing items/day-to-day necessities
Asking and responding to personal information questions
CULTURAL COMPETENCY: Observing behavior, routines and practices in a small shop.
LOCATION: 3 sari-sari stores near training center
TIME: one-half hour independent prep time in class, one hour to carry out assignment, Week 3 of PST
TYPE: Worksheet to be done in pairs

WORKSHEET

I. In class, with your partner:
- Make a list of at least 20 items that might be found in a sari-sari store.
- Preview worksheet and prepare. Use language learning strategies. (30 minutes)

II. At the sari-sari store, with your partner

A. Purchasing
1. Buy 3 items.
2. Find the prices for 5 additional items.
3. Identify which items on your list are not in the store.

B. Interview with store owner
1. What's the owner's full name?
2. How long has she had the store?
3. What are the store hours?
4. When is the store busiest?
5. What is the most expensive item in the store?
6. Which items are not kept in view of the customers?

C. Culture
1. Describe where the different types of items are displayed.
2. How do customers know what is available?
3. Describe advertising posters (what items?)
4. Explain how things are sold--in what kinds of quantities (find Ilokano expressions for as many of these as possible)
   - by kilo
   - by piece
   - by pile or bunch
   - by bottle or case
   - by less than an entire bottle or package
5. Do customers line up for service?
6. How do customers talk to the owner? (lots of chat or just transaction)

D. Language learning
1. Write down any language you didn't understand.
2. Write down strategies you tried and how they worked.

III. Possible Follow-up Tasks in the Class
- Compare your experiences with the other students: personal info about the owner, prices and item information, cultural information, new language expressions and strategies used.
- Prepare a skit to demonstrate information gained at the store.
- Hand in the completed responses to the worksheet.

SAMPLE SESSION PLAN

9. GIVING AND RECEIVING FEEDBACK

OBJECTIVES

To define the term feedback
To identify key issues in giving and receiving feedback
To identify main factors that lead to an effective feedback
To demonstrate constructive feedback

MINIMUM TIME

One hour

ACTIVITIES DESCRIPTION

Session Delivery Strategies:
- Background information on giving and receiving feedback,
- Skits on giving and receiving feedback (good and bad),
- Processing the skits through discussion,
- Review key steps in effective feedback,
- Pair practice using key steps, Discussion of remaining questions and concerns.

1. Divide participants into four groups, and ask them to think of a time when they received useful feedback, positive or negative and talk about why it was useful. Then share with the whole group.
2. Brainstorm on what is feedback and what are some of the things involved in it . Flip chart a word web to illustrate.
3 . Give a short presentation on feedback- or hand out reading
4. Why is feedback difficult ? (Talk briefly about emotions, communication, cross-culture complications.)
5. Feedback on negative situations
Ask participants to think of situations in which they would have to give negative feedback. Each group writes 3 situations than they pass their piece of paper to the next group that has to come up with the solution. Groups act out the solutions in brief role plays.
6. Closing : Review the importance of a good feedback

OTHER SUGGESTIONS

Begin session by having experienced teachers role play a situation in which feedback is given ineffectively. Conclude by asking participants to "rewrite" that role play and have pairs act it out.

HANDOUTS/VISUALS

Reading on Feedback .

BACKGROUND ON FEEDBACK

FOCUS QUESTIONS

1. What three steps are in the feedback process?
2. How can the observer help feedback to be a positive experience for the instructor?
3. How might an observer decide which behavior to discuss in a feedback session?
4. In addition to determining the targeted behavior, what do the observer and instructor discuss after the observation?

Feedback is a process in which a peer or expert observes, takes notes during the observation, and, following the observation, guides a discussion about the performance with the person observed.

Receiving feedback should be a positive experience. To help create a positive climate in the discussion following the observation, the observer should first establish a comfortable rapport. One way to do this is by opening the discussion with a positive comment about a specific teaching behavior or a specific student response. Limiting the feedback to one or two specific behaviors also helps make the experience a positive one. Of course, targeting the feedback to behaviors that the teacher has previously identified also helps the teacher see feedback as constructive.

If teachers are to be receptive to feedback, they need to believe the comments are relevant; that is, they need to recognize specific behaviors they wish to improve or change. One way for the observer to identify the specific behaviors is to ask how the teacher felt about the class observed. The oberver may ask, "What do you think was the most difficult part of that lesson for you?" If the teacher does not identify any area as needing change, the observer can focus the teacher on the activity or part of the lesson in which students didn't respond as the teacher had hoped. For example, "When you gave the students the task, were they all able to do it?"; "Did you have to provide additional explanation after they started the task?" Then, the observer and teacher can review the teaching behavior immediately prior to that response. For example, "Review for me what you did to set up the task."; "How many times did you model it?"

Finally, the observer and teacher brainstorm together alternative teaching strategies. For example, "Let's think of some other things you might do to set up the task."

Giving feedback should be thought of as reflection on instruction, as with a mirror, not examining with a microscope. Feedback which examines every detail to make judgements may create resistance. Effective feedback encourages teachers to reflect and analyze for themselves.

Process Questions

1. What might happen if the observer uses the "microscope" approach rather than the "mirror" approach in observation/feedback?

2. Why should receiving feedback be a positive experience?

SAMPLE SESSION PLAN

10. GRAMMAR

OBJECTIVES

To outline criteria for integrating grammar concerns into CBC (when and how to teach grammar in the communicative classroom)

MINIMUM TIME

90 minutes

ACTIVITIES DESCRIPTION

1. Start a discussion " Why do we have to teach grammar in the communicative classroom?" Two issues:
- grammatically correct but meaningless sentence
- grammatically incorrect but meaningful sentence

2. Show a flip-chart with a circle divided into three parts and discuss each:
- Form - Did I say it correctly?
- Meaning - Did I say what I mean?
- Use - Did I use it in an appropriate way?

3. Divide participants into three groups and have each group identify:
- two grammar rules to be included in the CBC;
- two grammar rules to be excluded from the manual.

4. Conclusions on what the CBC grammar program should include - 4 principles:
- Grammar is taught in the context of a competency.
- No more than one grammar point per lesson.
- Emphasis is on use (practice), not explanations of rules.
- Grammar instruction proceeds from the simple to the more complex and from teacher-controlled and receptive (listening, reading) kinds of practice activities to more creative, learner-centered and productive (speaking, writing) activities.

5. Participants discuss in three groups the following issues:
- Some students do not understand grammar items.
- Some students need more grammar explanations.
- Discuss interesting ways of presenting grammar points.

6. Ask participants which stage of the lesson is most appropriate for presenting grammar points to the Trainees and a discussion follows.

OTHER SUGGESTIONS

Hand out notes on Communicative Grammar Teaching and do activities as directed.

HANDOUTS/VISUALS

Communicative Grammar Teaching

GRAMMAR IN COMMUNICATIVE LANGUAGE TEACHING

1. WHY TEACH IT?
- Learners want/expect it
- They'll invent their own if we don't

2. WHAT GRAMMAR IS NOT!
- Not syntax
- Not paradigms
- Not linguistic analysis

3. WHAT IS GRAMMAR?
- Categorization and classification that aids acquisition and application to new situations
- Principles that connect form and meaning
- The "road map" to produce original utterances

4 WHAT DOES IT CONSIST OF? (Draw a circle on flip chart, divided into thirds; fill in each third with FORM, MEANING AND USE)

• **FORM**--Did I say it correctly?
  irregular verbs
  question formation
  'endings' (accuracy)

• **MEANING** (Correctness)--Did I say what I mean?
  tense distinctions
  dual meanings

• **USE** (Appropriateness)--Did I use it in an appropriate way?
  level of formality
  discourse concerns

5. WHEN AND WHAT SHOULD WE TEACH?

Different needs at different stages

Present Perfect Tense		
Beginning (PST)	**Intermediate** (IST)	**Advanced** (IST)
FORM/USE: in very specific contexts yet/already/many times	**MEANING:** present perfect Vs simple past	**MEANING/USE:** Spectral meaning parallels with other time frames

6. HOW SHOULD WE TEACH IT?

Recognition •awareness/understanding

Production •structured meaningful practice
•application in unstructured situations

7. HOW TO INTEGRATE WITH COMPETENCIES?
- Communicative "need to know"
- Be aware of syntactic complexity (polite requests & modals)
- No simple correlation

8. HOW MUCH IS TOO MUCH? HOW LITTLE IS TOO LITTLE?
- Immediate application
- Teach the language not about the language
- Grammar is a tool, not an end in itself
- Specific focus

GRAMMAR TASK

1. Identify some "grammar focuses" that are problematic for Trainees; remember that most grammatical features of a language have several--even many--focuses.

2. Choose two that are appropriate for teaching at a PST and two that are appropriate for an IST.

3. Decide on competencies where these focuses might logically appear.

4. Develop some "natural language contexts" (interchange, dialog, story, poem, etc.) that illustrates the focus.

5. Develop at least 2 structured practice activities for each focus.

6. Develop at least 2 open-ended communicative applications for each focus.

SAMPLE SESSION PLAN

11. LESSON PLANNING

OBJECTIVES

To review the functions and steps of lesson planning
To plan a lesson on all the stages
To receive feedback on lesson plans

MINIMUM TIME

Half day and half hour next day

ACTIVITIES DESCRIPTION

1. Review the stages of a lesson, referring to a flip chart illustration/outline. Review the purpose for each stage and the kinds of activities that might be included.
2. Ask participants to select a competency from their language manual and have each write a detailed lesson plan. Have participants use a standard lesson plan form from your program or one of the samples included in this manual. Check early on that everyone is on track so that no one spends a great deal of time writing a description of activities etc. for a lesson with unclear objectives or other major flaw.
3. Allow participants the rest of the afternoon to complete the lesson plans, collecting them at the end. Write feedback for each lesson plan, noting strengths and making specific suggestions for improvements.
4. During the first session the next day review the lesson plans overall, commenting on general strengths and problems. Hand back the individual lesson plans with feedback and allow about a half hour for participants to revise the lesson plans.

OTHER SUGGESTIONS

Demonstrate by using a video and process it by identifying the steps of the lesson.
Cut up a lesson plan and have instructors sequence lesson correctly.
Provide sample lesson plan for comparison.
Have individuals or pairs write a detailed lesson plan.

HANDOUTS/VISUALS

- Stages of a Lesson
- Sample Lesson Plan
- Lesson Plan Checklist

Stages of the Language Lesson

	Teaching Activities	Student Role
REVIEW and INTRODUCTION	1 (Discuss homework assignment from yesterday) • Review yesterday's lesson or • Review an earlier lesson that has content you will need for today's lesson. • Find out what students already know about the new lesson topic. • Introduce some of the new vocabulary or expressions through TPR or Early Production Technique. Teacher acts out commands and shows visuals **Purpose**: Help students see overall lesson content and a few specific items.	During the review and the discussion of the homework assignment from yesterday, students should speak a lot . During the introduction, students should: --watch the teacher --listen to the new material --look at visuals --point and act with teacher commands Students should be making guesses about the lesson content.
PRESENTATION	2 Teacher presents new material in a dialog, (or story, pictures or question/answer). 1. Teacher acts out dialog showing meaning (2 X)--uses actions, pictures etc. 2. Teacher models dialog and students repeat. 3. Teacher asks comprehension questions. 4. Teacher shows printed form of dialog and explains grammar points. 5 Teacher practices dialog with students. 6. Students practice dialog in pairs. **Purpose**: Help students see the new material in a realistic context, understand it and analyze it.	1. Students watch and listen 2. Students repeat after teacher. 3. Students answer questions demonstrating understanding of the presentation. 4. Students try to understand grammar, ask questions. 4. Students learn to say dialog with teacher. 5. Students practice saying the dialog with a partner.

	Teaching Activities	Student Role
MORE CONTROLLED PRACTICE	**3** Teacher helps students practice new structures from the dialog • Substitution drills (teacher points to picture or holds up picture cards to cue student responses) Games like Bingo. Grammar worksheets. • Charts or Pictures: –Teacher introduces material on chart. –Teacher practices material on chart with students. –Then students practice with each other using material from the chart. **Purpose**: Help students become accustomed to using the new structure and vocabulary in a variety of contexts--not just in the dialog.	Students speak and participate in question and answers. Most of the time, they ask and answer questions using pictures or information from a chart. They are not creating new sentences or adding new content.
LESS CONTROLLED PRACTICE	Teacher sets up the activity and then watches and listens to the students, helping as needed. • Information Gap • Interviews with other students • Role play • Survey of the class **Purpose**: Help students use the new structures and vocabulary in a more creative way.	Students ask questions that they do not know the answers to. They try to make new sentences, find new answers and ask new questions. They guess and create--not just repeat.
APPLICATION	**4** Teacher explains the task and, if necessary, helps students prepare for the task. • Ask a friend • Talk to strangers • Do some task in the community like buying something, mailing a letter, or ordering food in a restaurant. • Interview host family • Trainee-directed activities Teacher discusses the results with the students after they have done the assignement, asking what did you learn from this? What problems did you have? **Purpose**: To try out the new language skill in the real world. To assess how well the student has learned the material introduced in class.	Students do the activity that the teacher has assigned. They do this outside the classroom, choosing the language structures and vocabulary freely.

Lesson 6. Expressing food preferences

Dialog		Grammar	Vocabulary
Samoan:	**Trainee**	negative form:	*Food Vocab:* sea, etc.
'O a mea'ai Samoa 'e te fiafia i ai?	'Ou te fiafia i ___.	iai, ai	
'E te fiafia i sea?	Leai 'ou te le fiafia i ai. / Ioe, 'ou te fiafia i ai. 'Ou te le masani ai.	'Aisea? Why?	*Adjectives:* lololo, o'ona, etc.
'Ai sea?	'E o'ona tele.		

Teaching Aids:	-pictures of American foods: hamburger, cake, pie, cheese -picture of a sea cucumber -chart of 5 Samoan foods & adjectives (sweet, salty, fatty etc.).

Culture: p. 35

Worksheets: p. 36: Do AEIO, Sikp E#3, Skip O#3.

LESSON ACTIVITIES

INTRODUCTION/MOTIVATION

1. Day before, assign trainees to write down names of food they eat at lunch and dinner. (They can use phrases learned in lesson on "What is this?"

2. Teacher begins by describing which foreign foods she likes and which ones she dislikes. Introduces mea'ai, fiafia, and le fiafia. Uses pictures and facial expressions.

3. Teacher indicates American food on a list and asks trainees for their homework names ofSamoan foods and writes these in a list where all can see.

PRESENTATION/INFORMATION

4. Teacher introduces the dialogue: Plays both parts and reads through the whole dialog. Shows meanings with pictures, expressions and gestures. Repeats 2 or 3 times.

5.Teacher does repetition with the entire dialog (2 times), asks comprehension questions, and then hands out sentence strips. Trainees place sentences on the clip board to form the dialog they've been introduced to. Teacher reads dialog again so Trainees can check if they got it right.

6. On clip board, teacher points out grammar: pronouns, negatives, Why?, tense marker. Asks for questions.

PRACTICE (CONTROLLED)

7.Teacher models question and answer for 'O a mea'ai Samoa 'e te fiafia i ai? (What Samoan food do you like?) Then has Trainees repeat.

8. Teacher says question, Trainees answer. Teacher points to food list/pictures to cue answers. Trainees ask questions & answer.

9. Teacher hands out questions and answers in scrambled word cards. Trainees put in order.

10. Trainees practice asking and answering questions, tossing a ball to take turns. (Ask Q and then throw ball).

11. Teacher models, showing picture, and Trainees repeat 'Ete fiafia sea? (Do you like sea cucumber?) Teacher cues yes/no answers using thumb up or happy face/sad face.

12. Teacher models last two lines of dialog and Trainees repeat. They all practice final 4 lines of the dialog.

13. Teacher introduces chart that puts foods with adjectives. Teacher leads repetition of last four lines of dialog. Trainees use chart in pairs to practice, Do you like (sea cucumber)? .Why?

PRACTICE (LESS CONTROLLED)

14. Still in pairs, Trainees shift to "real" questions and answers about food likes and dislikes, including the question "Why?" if the answer is no.

APPLICATION

15. Trainees create food survey form: likes, dislikes and why? They practice in class. Practice asking negative question: 'O a mea'ai Samoa 'e te le fiafia i ai?(What foods do you dislike?) Assignment--Gather information from one child and one adult. Information will be compared tomorrow.

Lesson Plan Checklist

_____ Topic

_____ Competency

_____ Lesson Objective

_____ Length of class

_____ Week in PST

_____ Sample Language (Key phrases or sentences)

_____ Grammar Focus

_____ Vocabulary

_____ Pronunciation

_____ Culture Note

Stages of the lesson: Describe activities and materials for each

_____ Motivation (or Warm-up/Review and Introduction)

_____ Presentation

_____ Practice

_____ Application/Use

_____ Evaluation

_____ Do the activities appeal to a variety of learning styles and modalities?

SAMPLE SESSION PLAN

12. ASSESSMENT

OBJECTIVES

To identify the four key concepts in Peace Corps language assessment

MINIMUM TIME

60-90 minutes

ACTIVITIES DESCRIPTION

You will be leading participants through a discussion of the Four Key Concepts in Peace Corps Language Assessment, so be sure to read it yourself and be thoroughly familiar with the contents and concepts before beginning.

1. Begin by talking about how people usually feel about tests. "What feeling do you have, when you think about the experience of taking a test?" You can talk about the common dreams/nightmares people have about being unable to complete important, high-pressure tests. Allow participants to share a few of their stories. Then conclude by noting that we want to keep anxiety as low as possible for our tests and assessment.

2. Ask participants to form three small groups. Each group receives a flip chart headed TEACHER, or PEACE CORPS, or TRAINEE. Ask each group to think about the perspective of one of these to reflect on the question, "Why is it important to have tests?" Ask them to take 5-10 minutes to brainstorm and write ideas on the flip chart. Afterwards post the flipcharts up front, have each group present its purposes and then ask for any additions. Try to summarize the purposes according to FORMATIVE--tests that tell how well the student is doing in order to adjust teaching strategies and SUMMATIVE--tests that show at the end of an instructional unit how well the student has learned the material. You may want to discuss the difference between achievement and proficiency if you think participants will benefit from this. Note on a separate flipchart, Key Concept Number One: All tests should have a clear purpose. This is also a point at which you may want to point out the relationships among instruction, program goals, and testing. (See *Classroom Testing in Peace Corps Language*

Programs, for explanations of formative tests, summative tests, and backwash).

3. Return to the discussion about feelings toward tests. Ask why people felt nervous or anxious about tests. How do emotions like fear and anxiety affect students' performance on a test? What are some ways to reduce Trainees' anxiety about tests? If you think it will be helpful, include a little discussion about "backwash." If the test activity resembles what students are preparing to do in real life (describe an oral rehydration formula to village women, explain to a stranger your job as a PCV or politely refuse a request for money), then the students when they prepare for the test will be studying very useful material. This is called "positive backwash." (Of course, it is important for the instruction to be on target in this way also.) If the test is on random, artificially constructed grammar items or vocabulary in isolation, students will spend time and energy memorizing and practicing for these relatively unhelpful areas. Note on the flipchart, Key Concept Number Two: No Surprises, etc. (Copy the subheadings from the handout.)

4. Ask about the student's role in testing. Is assessment only the teacher's job? Hand out the self-assessment form from PC/Philippines or one used in your own program and discuss the advantages and disadvantages of self-assessment. Discuss how student self assessment results can be looked at along with teacher assessments during teacher/student conferences and at other times. Note on the flipchart, Key Concept Number Three: Shared Responsibility.

5. Finally, tell a story about a bad decision resulting from looking at results from a single test: judging a job applicant on the basis of one phone call, selecting a university on the basis of an advertisement, choosing an apartment just because of its location. Make the point that the more important the decision is, the more important it is to get as much information from as many sources as possible. (In your country does enrollment in a school or university depend on performance on one test? Is this fair or not?) Note that in Peace Corps language programs we try to look at multiple measures, (e.g., community contact assignments, simulations, self-assessment checklists, teacher evaluations) not just one test score. Note this on the flipchart as Key Concept Number Four. Finally, discuss the different kinds of assessment that contribute to the decision about swearing in. Go back to the goals of PC language training: achievement of competencies, attainment of a proficiency level, developing of independent learning skills. Then review with participants how assessment in each of these areas contributes to a final evaluation regarding language performance.

Distribute the handout reading on the Four Key Concepts.

OTHER SUGGESTIONS For step three, you could give a "pop" quiz--True/False quizzes are easy to construct quickly--.about concepts introduced earlier in the TOT. Then discuss people's feelings about this test. Or you could discuss the kinds of quizzes and informal evaluations that have occurred thus far in the TOT and how people felt during those (e.g., PC Quiz, T/F reviews, lesson plan assignment).

At the conclusion or at different points in the session, more information could be provided on high-priority testing procedures at your post, e.g., simulations, Peace Corps LPI, required public talks (known as *charlas* in Spanish-speaking countries), class participation records, self-assessment competency checklists. See handout attached.

HANDOUTS/ VISUALS

- Flip chart pages as noted
- Four Key Concepts handout
- Self-Assessment from the Philippines
- Assessment Procedures, Techniques and Approaches

Four Key Concepts in Peace Corps Language Assessment

1. There is a **clear purpose** for all assessment activities.

The two most important kinds of evaluation are formative and summative. Formative evaluation measures progress in class so teaching will be appropriate. An example of this is when the teacher asks questions about vocabulary introduced earlier in the lesson, so that those words can be used in practice activities later on.

Summative evaluation measures learners' progress toward meeting program goals. This kind of evaluation usually comes at the end of a unit or program of study. An example is the simulation test, in which learners are assessed as they carry out tasks in an imitation of real settings.

2. There are **no 'surprises'** involved in the assessment activities.

- *When*: Everyone should know when the test is to take place. Pop quizzes undermine student confidence.
- *What*: Everyone should know what material is to be included on any tests that are given.
- *How*: Everyone should know how the material is to be tested and what the criteria for the test are, e.g., fluency or accuracy. When learners know that the means of testing and the criteria used are in harmony with the activities in the classroom, the test may exert a positive influence on student participation. This effect is referred to as "positive backwash."
- *Why*: Learners should know why they are being tested and what use will be made of the results.

3. Assessment **responsibilities are shared** between learners and instructor

Learner self-assessment may include formal means, such as competency checklists, or informal means, such as casual conversations with the instructor. In addition, there should be regular opportunities for the learner to meet with the instructor to assess and discuss progress.

Instructor's assessment of the learner may include competency checklists, informal observations, evaluation of learner performance in role plays and simulations, and performance in class and on homework. Regular conferences should be held with the learner to assess progress and suggest strategies for improvement.

4. Effective assessment is based on **multiple measures**

A final assessment of the learner's progress should include measures from as many sources as possible: self assessments, teacher assessments, simulation/role play scores, formal test scores, tape recordings, writing samples, etc.

PEACE CORPS PHILIPPINES
COMMUNITY SIMULATION

Self-Assessment

Using the scale below, rate yourself according to the following:
a) How much you understand/comprehend the language in the different given situations.
b) How much and how well you were able to express yourself in the Target Language

5 - Excellent **2 - Fair**
4 - Very Good **1 - Poor**
3 - Satisfactory

Situations	Ability to comprehend the TL	Ability to express oneself in the TL
1. Buying at a *sari-sari* store		
2. Buying at a market		
3. Ordering a meal in the *carinderia* (local restaurant)		
4. Consulting a doctor		
5. Talking with the host family		
6. Making arrangements at the Booking Office		
7. Playing at the *PASUGALAN* (Bingo, card games, Mahjong)		
8. Availing services from the beauty parlor/barber shop		
9. Claiming a lost item from the police station		
10. Buying/eating *balot*		
11. Responding to the *pulubi* (beggar)		

II. Other Comments/Suggestions

ASSESSMENT PROCEDURES, TECHNIQUES AND APPROACHES IN PRE-SERVICE TRAINING: A SUMMARY

A system for evaluating Trainees at the end of PST needs to include results from a proficiency measure (the Peace Corps LPI rating) and from achievement measures, such as simulations and teacher assessment of Trainees, as well as Trainee self-assessment. In this way, the final language evaluation reflects the goals of the language program, which should include not just a general skill level, but mastery of competencies determined to be necessary.

Teachers should be able to document their assessments of student mastery of competencies with results from various assessment activities such as those described here. Their assessment of a Trainee, Trainee self-assessment, performance on a simulation test, along with the ACTFL score should provide reliable information about a Trainee's language capabilities.

COMPETENCY CHECKLIST

Description: The instructor keeps a simple checklist of competencies that are covered during the PST. This will include all the topics--telephone, food, transportation, etc. The teacher evaluates by checking a box to indicate whether the student can perform the competency or not, or how well the student is able to perform the competency.
When Used: It could be used daily/weekly or less frequently.
Purpose: The checklist provides instructors with a record of student performance which will be helpful in re-grouping. It keeps instructors and Trainees focused on the competencies rather than grammar accuracy or vocabulary as the goal of instruction
Criteria: For most competencies, the criteria are ability to complete the task with comprehensible language production and demonstration of understanding. Accuracy and cultural appropriateness are sometimes criteria also.
Rating System : Usually a simple, 3-point scale, for "The Trainee has not attempted the competency", "The Trainee has attempted the competency but still has difficulty", and "The Trainee has mastered the competency."
Constraints: The classroom performance of a competency may not accurately predict performance outside the classroom.
Advantages: It is simple and it is compatible with the principles of a competency-based approach.
Using Results: For re-grouping and evaluating student progress.

SELF-ASSESSMENT

Description: The Trainees evaluate themselves using forms, notebooks, or journals.
When Used: This technique may be used at the middle and end of PST for summative purposes, but can be used throughout as a way to encourage learners to monitor their own progress.
Purpose: Provide Trainees with an opportunity to assess their own strengths and weaknesses, help them develop more realistic ability to monitor their own progress.
Criteria: For most competencies, the criteria are ability to complete the task with comprehensible language production and demonstration of understanding. Other criteria can be set with the Trainees' input as practice in setting learning goals.
Rating System: A simple, 3-point scale, for poor, average and excellent for a competency checklist. A verbal narrative can also be used.
Constraints: Trainees may give unrealistic scores.

Advantages: The Trainees are actively involved in the assessment of their own progress, not just subjected to tests by others. They will later have an opportunity to compare their rating with the instructors and can gain a better sense of their own skill level.
Using Results: The results are used as the subject of the teacher/trainer conference and may help the Trainees set goals for themselves. They may also be included in a final assessment.

TEACHER ASSESSMENT OF TRAINEE

Description: Teacher assessment of Trainee is the information that the teacher has gathered through several means: tests, class behavior, observed progress, group work, etc.
When Used: At some posts teachers assess Trainees whenever teachers rotate, which may be weekly. Other posts do it daily; still others do this at mid-PST and at the end. If done daily, the information is oral only. If weekly or less frequently, it is in written form.
Purpose: Teachers assess to monitor Trainee's progress and provide the "new" teacher with information needed to adapt instruction quickly to the new learner.
Criteria: The categories usually included are: strengths, weaknesses, noticed learning style or preferences, needs improvement or needs more practice with _____ , class behavior, and feelings.
Rating system: There is no formal set of scoring conventions, but learners may be described as fast or slow learners and categorized as basic, intermediate or advanced in their language skills.
Constraints: It is rather subjective, since it represents a kind of synthesis that the teacher creates . The oral version may be even more subjective than the written because there is less of an imposed structure.
Advantages: The advantage is that it gives the teacher useful information about the learners' levels and provides advance information on the learners to be taught.
Using Results: Teacher assessments contribute to decisions about grouping according to level and learning style and for helping teachers when working on a common lesson plan.
Sample Format from PC Romania: Weekly Teacher Assessment of Trainee
Name of Trainee _____

Periods of Time	Strengths	Weaknesses	Learning Style	Needs Support
Week 7	acquires vocab rapidly	pronunciation	visual	more repetitions

TRAINEE/ TEACHER CONFERENCES

Description: During a conference, the teacher and learner can review the following in English:
- What learning strategies have you tried? What is working and what is not working for you?
- How do you feel about your language study?
- Are you using the language in the community?
- How relevant are the competencies covered in class to the realities of language use in the community?
- What goals can you set to improve your language skills?

Hints: These conferences will be most successful if
- The instructor and the learner compare the learner's and teacher's assessment of progress.
- The instructor is comfortable--despite cultural barriers--in giving and receiving both negative and positive feedback.

When Used: Varies from every week to every three or four weeks.
Purpose: Gathers information about the Trainee's progress and perception of progress.
Constraints: There may be cultural barriers involved in giving and receiving feedback.

Advantages: The Trainees are actively involved in the assessment of their own progress, not just subjected to tests by others. They will later have an opportunity to compare their rating with the instructors and can gain a better sense of their own skill level.
Using Results: The results are used as the subject of the teacher/trainer conference and may help the Trainees set goals for themselves. They may also be included in a final assessment.

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Hints: These conferences will be most successful if
• The instructor and the learner compare the learner's and teacher's assessment of progress.
• The instructor is comfortable--despite cultural barriers--in giving and receiving both negative and positive feedback.
When Used: Varies from every week to every three or four weeks.
Purpose: Gathers information about the Trainee's progress and perception of progress.
Constraints: There may be cultural barriers involved in giving and receiving feedback.

Purpose: Written tests check writing and reading skill levels. As teaching devices, they also may provide students with models of structures in use, thus helping them study and organize language material.
Criteria: The criteria for scoring depend on the type of test. CLOZE and multiple choice tests usually stress accuracy, but in writing notes and messages, the main criterion is usually comprehensibility rather than correctness.
Rating System: For CLOZE and multiple choice tests, the scale can be based on the number correct vs. the number wrong. For writing tasks, a three-level scale can be used:
1 HIGH rich vocabulary, few repetitions, appropriate structures, clear message
2 MID correct but limited vocabulary, few grammar errors, understandable message
3 LOW few words, many errors, unclear message
Constraints: The main focus in most language programs is on spoken language rather than written, so these techniques are of limited relevance.
Advantages: The results are clear and easy to interpret.
Using Results: The results will be used in giving feedback, to readjust teaching, and as part of Trainee evaluation.

SIMULATIONS

Description: For simulations, the teachers set up the simulation stations (e.g., shop, party, or telephone) that closely resembles the real life situations. Realia and visuals contribute to the setting. As for the assessment itself, each Trainee goes through all stations in the simulation. At each one, the Trainee draws a card which describes a task involving some form of communication with a teacher who assumes the appropriate role for the station.
When Used: Simulations are used at mid-PST and at the end of it as a final assessment. Perhaps because of their complexity, simulations are not used more frequently than twice per PST.
Purpose: Simulations are used to gather information about the Trainee's ability to use the language (especially speaking and listening) to perform competencies in the curriculum.
Criteria: Among the criteria used are: fluency, comprehensibility, accuracy, completion of the task, vocabulary use, and cultural appropriateness.
Rating System: There are several alternatives for scoring and grading. One possibility is to use a scale for overall performance. After completing the task, the Trainee receives a grade and a description summarizing the general level of the performance. Another possibility is to score each language area separately. In this case the Trainee may receive several grades, such as 5 for fluency, 4 for grammar, 4 for pronunciation, etc. Grades should be followed up with discussion with the coordinator or instructor. A third alternative is that rather than giving grades, the evaluator might write a friendly letter to the Trainee about the performance, praising strong areas and suggesting areas that need improvement. Self-assessment can also be used effectively in simulations.
Constraints: Preparation is time-consuming. It is difficult to staff the stations with two instructors per station, but it is also difficult for one instructor to act as both an evaluator and an actor in the simulation. Simulations are still not entirely lifelike. In addition, simulations have been unsuitable for some shy Trainees. The result can be just a repetition of a dialog.
Advantages: It is generally less stressful than other measures. Evaluator/Trainee conferences afterwards have proven useful.
Using Results: The results are shared among language staff and distributed to the Trainees. In some cases, the language coordinator has conferences with each Trainee to help them be more aware of their progress. At many posts, simulations are used as mid-term and final assessments of Trainees' ability to carry out competencies, a measure of their achievement of those goals.
Variation: In Moldova, the evaluators were not Peace Corps staff. They were provided with assessment sheets and observed and evaluated performance. This allowed the teachers to be fully involved in the activities. In this case, the results may have been more objective, also. In

the Philippines each Trainee carries a cassette recorder and taped each interaction. The tapes were later assessed by the Trainee and the teacher as they listened together.

PUBLIC PERFORMANCE

Description: In many Spanish-speaking posts, Trainees give a public demonstration or talk on a technical topic. Host families and other people living near the training site may be invited. Trainees prepare their presentations with their technical trainers as well as their language instructors. It may also be a more light-hearted combination of variety show, contest, and game, such as the "language Olympics." which was done in the Philippines.
When Used: After four to six weeks at the earliest.
Purpose: Giving a performance provides Trainees with an opportunity to go beyond the required competencies and demonstrate their creativity with the language, possibly in their technical area.
Criteria: Among the criteria used are: fluency, comprehensibility, accuracy, vocabulary use, creativity and cultural appropriateness.
Rating System: Using a scale of 1-5 or 1-10, the activities could be judged by language or tech teachers or people not on staff . Self-assessment can be used in this activity.
Constraints: Among the constraints are finding enough time for the Trainees to prepare and finding a suitable place for having the activities.
Advantages: Competencies are combined, training areas are integrated, and it is a genuine communication situation.
Using Results: The results are used as part of the final rating of the Trainee and making recommendation for further study.

ORAL INTERVIEWS

Description: Most oral interviews involve a face-to-face conversation between a Trainee and an instructor for at least five minutes up to 10 minutes for more fluent learners. The interview may be formal or informal. During informal interviews, the instructor could help the learner with a little translation, key words, or gestures. In a more formal interview it may be possible to use a tape-recorder. Another variation is to send Trainees out to interview people in the community (who have been arranged in advance) as in a contact assignment. These could also be tape-recorded.
When Used : Formal interviews are done just a few times during PST, usually at middle and end.
Purpose : Taped interviews provide a genuine record of student performance. Less formal interviews can help Trainees gain confidence and provide instructors with information on individual needs. Community contact interviews can provide information on competency mastery.
Criteria: If the interviews are structured to test competencies, the criteria are ability to complete the task with comprehensible language production, and for more formal ones, such as thanking a host at a formal dinner, accuracy may be more important. Cultural appropriateness is sometimes a criterion also. In general, a combination of fluency, accuracy, and comprehensibility are the criteria.
Rating System: Interviews can be rated using a 3-level scale, for excellent, satisfactory, poor; or "speaks with ease", "speaks with difficulty", "cannot answer".
Constraints: Formal interviews, especially tape-recorded interviews, may make some learners become tense and give poor performances.
Advantages: Most basic competencies are oral ones, so this technique is quite relevant.
Using Results: Results are used for evaluating student progress, mastery of competencies, and to provide useful feedback and suggestions.

OVER VIEW

SELF-DIRECTED LANGUAGE LEARNING SESSIONS FOR TOT

The following six lessons were developed to use in TOTs for language instructors to orient them to the basic concepts and techniques for self-directed language learning. There are additional session plans for use with Trainees in PST in Section 6 (Ongoing Language Learning). These sessions work best if done in the following sequence.

a. Independent Learning Concepts
b. Language Learning Beliefs
c. Needs Assessment
d. Learning Strategies and Nutshell Lesson Plan
e. Strategies/Nutshell Lesson Plan Review
f. The Communication Process

SAMPLE SESSION PLAN

13A. SELF-DIRECTED LANGUAGE LEARNING (SDL): INDEPENDENT LEARNING CONCEPTS

OBJECTIVES

Participants will identify the six key elements of independent learning.

MINIMUM TIME

1 hour and 45 minutes

ACTIVITIES DESCRIPTION

1. (introduction):
Gave a brief lecture about self-directed learning with the following points:
- Self-directed learning has a range from someone learning almost entirely on their own to someone in a traditional class with his or her own agenda.
- All good learners are self-directed in that they set their own goals and learn what they choose to learn.

2. Ask participants if they had learned anything on their own–without the benefit of a class or a trained teacher. Then ask the participants at each table to choose one of their colleagues to interview about a self-directed learning experience while facilitator interviews someone about her experience learning how to use a computer. Cautioned that the learning area should be a bit complex–not something you could teach yourself in a few minutes.

3a. Each group has to select an interviewer, an interviewee (the person who had learned something), and a recorder. Facilitator 2 takes notes for Facilitator 1 and chosen interviewee on yellow index cards. The recorder in each group takes notes on cards color-coded for that group.

3b. Facilitator asks interviewee questions for each of the six areas one at a time, stopping after each area (attitude,

knowledge of subject, learning style, learning strategies, lesson planning ,managing learning). These areas and questions for each were on a flip chart vertically at the front of the room, next to a flip chart displaying the areas for the interview horizontally.
3c. After Facilitator modelled the interview for one area, post facilitator 2's notes on the big flip chart. Then each group do their interviewing and post the card with their notes on the same area.
3d. After all notes are up for one element area, read aloud a sample of what groups had written (editing and expanding/questioning to make sure the information was appropriate and clear). At the end of it, hand out a copy of the key element areas with questions.
4. Conclusion: Ask participants why we had done this activity. Answers range from "To share independent learning experiences" to "To analyze and introduce independent learning concepts."

OTHER SUGGESTIONS

It may not be worthwhile doing the interview questions about "lesson planning" at all. Participants get this area confused with "managing"

HANDOUTS/ VISUALS

- Flip charts,
- Colored index cards, or large post-its,
- Handout of topics/questions

RESOURCES

Learning Strategies for Learner Autonomy by Anita Wenden.

KEY ELEMENTS FOR SELF-DIRECTED LEARNING--Interview Questions

1. Attitude

a. Why did you want to learn this? Why learn it independently?

b. Were you confident that you could learn this independently? Why?

2. Knowledge of Subject

a. What background knowledge on this did you already have?

b. Have you done something similar in the past?

c. Could you get information on this to read?

d. Could you consult an expert?

3. Learning Style

a. How do you like to go about learning something like this?
Observe first, or just jump in and try it?

b. Were you afraid of making mistakes?

c. Was it important for you to analyze the skill or task ahead of time?

d. Did you try to practice a lot before trying the "real thing"?

4. Learning Strategies

a. What techniques or tricks did you use to learn?

b. To practice? To remember things?

c. How did you solve problems when things went wrong?

5. Lesson Planning

a. Did you plan your learning in careful steps?

b. Did you select specific strategies for each step?

6. Managing Learning

d. How did you decide what to focus on?

b. How did you monitor your learning?

c. Could you tell which strategies were successful?

d. How did you evaluate success and decide on next steps?

SAMPLE SESSION PLAN

13B. SDL: LANGUAGE LEARNING BELIEFS

OBJECTIVES

Participants will compare their beliefs about language learning with current language acquisition theory

MINIMUM TIME

45 minutes

ACTIVITIES DESCRIPTION

1. Hand out the True/False quiz about Language Learning. Ask participants to get into groups and decide if each statement was true or false. When the groups said they had answers for the first four items, record them on a chart. (25 minutes)
2. Next, hand out the reading and asked the groups to try to check their answers against the chapter from the book. (20 minutes)

Finally review the answers to the first four items (5 minutes)

OTHER SUGGESTIONS

HANDOUTS/ VISUALS

- Flip charts,
- Quiz,
- Handout version of *LLS for PCVs*

Language Learning Strategies for PCVs, pp. 3-5
(Included in the *Principles* section of the CD-ROM of this Resource Kit)

Learning a New Language: Seven Frequently Asked Questions

1. *Can adults learn foreign languages?*

It is commonly thought that children are the best language learners, and that it is very difficult, if not impossible, for older people to learn a new language. In fact, that is not true. Research shows that there is no decline in the ability to learn as people get older. Except in the case of hearing or vision loss, the age of the adult learner is not a major factor in their ability to learn a new language. Negative stereotypes of the older learner as a poor learner, and inappropriate learning and teaching strategies are the greatest obstacles to adult language learning.

In some ways, adults are better language learners than children. Adults have developed learning strategies and have more experience in learning. Children give the appearance of learning languages more easily because they are better at pronouncing them. Adults almost always have a foreign accent when they learn a new language, while children do not. We also expect less of children. When they learn a little, we are pleased. Adults, though, have greater expectations of themselves and others as language learners, and easily become discouraged if they do not learn rapidly. But children do not necessarily learn faster, and many older adults have successfully learned second and third languages.

2. *What is the best way to learn a language?*

There is no "one and only" way that works for everybody. Learning a language is a highly individual process and consists of a combination of factors. The most important factor is not the teacher or the course. The most important factor is you, the learner, and your contribution to the process of learning. Your motivation, your reason for learning the language, your need to communicate, and your attitude are all very important.

Although there is no single ideal way to learn a foreign language, it helps considerably if you try to find opportunities to practice the language, especially speaking and listening. Shyness and fear of using the new language can considerably slow your progress. Try to develop a comfortable and worry-free approach; for example, in your attitude toward mistakes.

3. *Can I avoid making mistakes?*

One of the biggest problems that language learners must overcome is their hesitancy to make mistakes. You naturally want to express yourself well, but the truth is that there is no way to learn a language without making plenty of mistakes. You must practice to learn, and when you practice you will make errors. But usually you will be understandable, even with some mistakes. And the more you speak, the better your foreign language becomes. So overcome your shyness and use the language you learn!

Do not be afraid to make mistakes. Even when native speakers smile at your performance, remember that it is usually a friendly smile and they admire you for your effort as well as for what you have already achieved in their language. Native speakers generally focus their attention on the content of your message and not on your performance or grammar. Look at errors as part of your learning process and do not let them discourage you from practicing. Without practice you cannot be successful. Later in this handbook we will talk more about how to classify your errors and use them to help you learn better.

4. *What should I do when I don't understand something?*

Guessing is a very important part of foreign language learning. Even very advanced learners have to rely on guessing. Do not get discouraged or frustrated when your guess is

wrong. The more you try the better you will become. After some practice you will find that it is not necessary to get the meaning of every word or phrase in order to understand the message. Learn to treat uncertainty as part of the process of language learning.

Relate your guessing to a specific situation, sentence context, and speaker's intention. If you don't understand, ask for clarification of words or phrases which are not clear. As you practice, you will get better and better at guessing the meaning of words you don't know.

5. *How long will it take me to learn the new language?*

This question cannot be answered in one sentence for all learners and all languages. Achieving fluency in a foreign language depends on many factors. There are "easier" and "more difficult" languages for an English speaker. There are languages in which it is much easier to master speaking and listening skills than reading and writing skills and vice versa. There are also different types of learners. Some want to be perfect, want to rely on familiar rules and structures, and do not want to use the language unless they are confident about how they are going to perform. Others are afraid to appear ridiculous and slow down their learning by denying themselves opportunities to practice. Still others are impatient, want to learn everything at once, and get discouraged by lack of immediate results. Some learners are rule-oriented, while others rely on intuition. Some are shy, while others are sociable. Some have been exposed to foreign languages before, while for others it is the first foreign language experience. It is not possible to predict how much time achieving fluency will take, since it is a very individual process.

You will be safe if you do not expect too much at the beginning stage. Set realistic objectives that you can fulfill, and do not let yourself get discouraged. You can avoid developing a negative attitude toward learning the language when you realize that success comes slowly, step by step, at each stage of learning.

6. *Why are some learners more successful than others?*

Success in learning a foreign language depends on many factors. One is the learner's native ability to learn a foreign language. Another is previous experience learning new languages. Yet another is strong motivation and a positive attitude. Finally, appropriate learning strategies are very helpful for foreign language learning. These strategies are the subject of this handbook.

7. *What are strategies for learning foreign languages?*

In learning a foreign language you use certain techniques or strategies which help you to achieve your goal. For example, in order to memorize new words you repeat them aloud or associate them with images in your mind. In other words, you use *a specific strategy* to help you to memorize your vocabulary.

Many strategies are helpful in learning a foreign language. Some are most useful for learning speaking skills, while others work best for reading skills. Some are most effective at the beginning stage, while others are preferred by advanced learners. Some strategies work well with systematic, organized students, while others are preferred by learners who rely on their intuition and use their imagination.

This was adapted from *Language Learning Strategies for Peace Corps Volunteers* (R0069). Refer to it for further information.

Language Learning

Decide if each statement is **true** or **false.**

1. Adults can't learn a language as well as children.
2. Success in learning a language depends mostly on the methods the teacher uses.
3. Practice outside the classroom is an important part of learning for almost everyone.
4. Fear of making mistakes will slow down your learning more than making mistakes.
5. When you don't understand something, you should immediately ask for an explanation.
6. How long it takes to learn a language depends partly on the learner's attitude.
7. Some languages are more difficult than others for native speakers of English.
8. Some people seem to be just born with an ability to learn languages.
9. Even though you may already prefer certain ways to learn, you can always try new strategies to improve.
10. All language learners should use imaginative strategies.

Language Learning: ANSWER KEY

All answers are based on material in *Language Learning Strategies for Peace Corps Volunteers*, pp. 3-5.

false 1. Adults can't learn a language as well as children.
false 2. Success in learning a language depends mostly on the methods the teacher uses.
true 3. Practice outside the classroom is an important part of learning for almost everyone.
true 4. Fear of making mistakes will slow down your learning more than making mistakes.
false 5. When you don't understand something, you should immediately ask for an explanation.
true 6. How long it takes to learn a language depends a lot on the learner's attitude.
true 7. Some languages are more difficult than others for native speakers of English.
true 8. Some people seem to be just born with an ability to learn languages.
true 9. Even though you may already prefer certain ways to learn, you can always try new strategies to improve.
false 10. All language learners should use imaginative strategies.

SAMPLE SESSION PLAN

13C. SDL: NEEDS ASSESSMENT

OBJECTIVES

Participants will identify steps in conducting a needs assessment using the Daily Activity Grid.

MINIMUM TIME

60 minutes

ACTIVITIES DESCRIPTION

Trainers did a skit, showing a PCV named Betsy as she began developing a language lesson for herself. One was Betsy and one was Betsy's Inner Voice (BIV)who told her what to do about her language learning. Betsy complained about her inability to understand what was going on with the language, and BIV reminded her of the Daily Activities Grid. With prompting from BIV, Betsy followed the following steps:

1. She drew a grid with days of the week across the top and the times down the sides, resulting in squares.
2. In each square she wrote where she was on a typical day.
3. She circled the squares that represented settings where she had to use or understand the new language.
4. She selected one setting where she was having difficulty but was motivated to try to make progress.
5. Reflecting on that setting, she answered questions about what people are doing, what they are talking about, what the purpose of the communications is, and what her role in the interactions is or could be.
6. She evaluated her strengths and weaknesses in speaking and listening and began to narrow her focus, indicating a desire to learn how to give compliments on the food that one teacher brings to tea.

After the skit, elicit the steps above from the participants, summarizing needs assessment outcome as answers to questions:

- **Where are you?**
- **Whom are you communicating with?**
- **On which topics?**
- **For what purpose?**

OTHER SUGGESTIONS

none

HANDOUTS/ VISUALS

- Flip chart with Betsy's daily activities,
- Name tags,
- Flip charts for eliciting steps in the process

RESOURCES

Daily Activity Grid, *Learning Kiribati On Your Own*

GRID OF DAILY ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
AFTER 5:00							

ASSESSING YOUR OWN NEEDS

The Daily Activities Grid, developed for the Peace Corps by Anita Wenden, can help you reflect on the settings in which you interact with the local people in your site.

Directions

1. Fill out the grid (this sample has been reduced in size from the original to take up less space on the page). For each day and hour of the week,
   (a) write where you usually are at each of the times stated (change the hours to fit your own daily routine); and
   (b) circle or highlight (in *italics*, on the sample, below) the situations and times of day when you need to use your new language.

An example of a week in the life of one Volunteer in the Republic of Kiribati is given below (with the situations in which she needs to use the language italicized).

2. Review the grid to identify the social settings in which you need to improve your language. Then select the settings in which you find yourself most often or those areas where you want to work on your language.

3. Answer the questions below for each of the settings that you want to work on.

- **Who is typically in this setting?**
- **What happens in this setting?**
- **What do you do in this setting?**
- **What language skills are you required to use? (i.e., listening, speaking , writing, reading)**
- **What are the topics of conversation in this setting?**
- **How do you usually feel when you are interacting in this setting?**
- **For what purposes are you expected to use (speak) the language in this setting? (Where are your strengths and weaknesses?)**
- **What do you need to understand in this setting? (Where are your strengths and weaknesses?)**
- **List any behaviors or customs in this setting that you do not understand or find strange.**

4. Variation: If the grid seems to repetitive for your living situation, try to fill in a grid for a Typical Weekend and a Typical Workday.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6:00	Home	Home	Home	Home	Home	Home	Home
7:30	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	Home	Home
8:00	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Home	Home
10:30	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Visit neighbor*	*Church*
11:00	School	School	School	School	School	*Visit neighbor*	*Church*
1:30	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Home	*Friend's house*
3:00	*Post office*	*Store*	*Post office*	Home	*Store*	*A walk with friends*	*Friend's house*
4:00		*Play with children*		*Play with children*		*Walk with friends*	
5:00	*Neighbor's house*		*Friend's house*		Head teacher's house		
Evening	Home		*Friend's house*	*Meeting House*	Head teacher's house	*Meeting House*	Home

See Betsy's Teatime Lesson for a self-directed lesson that resulted from this grid.

SAMPLE SESSION PLAN

13D. SDL: LEARNING STRATEGIES AND NUTSHELL LESSON PLAN

OBJECTIVES

Participants will use language learning strategies and identify appropriate strategies for each stage of a self-directed lesson.

MINIMUM TIME

90 minutes

ACTIVITIES DESCRIPTION

1. Hand out the *Questions You Can Answer Without Thinking* quiz and ask participants to try to do it. After a few minutes ask each table group to compare answers and to discuss how they had reached their answers. Participants describe various kinds of strategies and note that some had used different strategies for the same item.
2. Ask participants to recall Betsy's Needs Assessment activity and results from previous session. Lead participants through the steps of the Nutshell Lesson Plan, asking them to describe a typical dialog-based classroom lesson while asking Betsy to describe the strategies she would use for each step. For example, the teachers would get the lesson content in the form of a dialog (or song or story or picture etc.) from a textbook. Betsy would have to obtain her lesson content "on the spot." The steps of "Focus Attention," "Comprehend" and "Remember" were paralleled and then the rest. Checking for Accuracy was added to the original lesson plan, and participants added monitoring to their handout.
3. At the conclusion of the lesson, note that self-directed learning could also involve more use of a textbook, a tutor, or informant. Contrast the Nutshell Lesson Plan with the Daily Language Learning Cycle in terms of prescribing drills and overly controlling student choices. Conclude by distributing handouts.

HANDOUTS/ VISUALS

•Flip chart of steps, • Quiz-*Questions You Can Answer Without Thinking* • Betsy's Tea Time Lessons
• Nutshell Lesson Plan

Which Questions Can You Answer Without Thinking ?

Read the following questions and circle those you can answer 'without thinking'.

1. Does the front door on your Peace Corps office open on the left side or the right ?

2. What's Napoleon's fax number ?

3. How do you get from where the bus stops to your front door?

4. What's a nine-letter word ending in 'y' that means a group of people who live near one another and share interests and resources?

5. COCONUT is to PALM TREE as INFANT is to.....?

6. Which word in the following group doesn't belong?
   ship bus car house train

7. What's the answer to the following addition ?

   1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 =

8. Memorize the following list of words.

bowl	log	painting	chair
cup	sock	TV set	cigarette

A. Which of the above questions could you answer "without thinking?" Can you figure out what you probably did automatically in order to get the answer?

B. Now go back to the questions you could not answer "without thinking." Figure out the answer and write down what you did to get it. Then, compare your techniques with another participant.

C. These techniques which we sometimes use automatically or which we sometimes use more deliberately to deal with learning problems are called **STRATEGIES**.

Possible Strategies Used To Answer The Questions:

Here are some of the strategies session participants have identified to answer the "Questions Without Thinking"

1. visualization, acting out
2. knowledge of the world/history
3. visualization, drawing
4. word groups, visualizing the spelling
5. comparisons
6. word groups
7. writing things down
8. visualizing a scene

Betsy's Story: A Tea Time Lesson

This is a self-study lesson written as a model for Volunteers to use when learning language and culture on their own in their sites.

Betsy, a Volunteer in the Pacific country of Kiribati, looked at her Daily Activities Grid and decided to work on language to use at tea break at her school. She decided she could learn quite a bit on the spot, since tea break happens everyday, she was already fairly comfortable being around the other teachers there, and she would be able to observe or participate as much or as little as she wished.

1. Deciding What To Learn

Betsy began by reflecting further on tea break at her school. What topics do the teachers talk about? Do they ask me questions in their language or they tend to address me in English? Do I find myself sitting next to teachers who speak English well rather than sitting with those with lower English ability? What language do I need in order to get my tea? What language do I need to chat with the other teachers?

She decided to observe at tea time for a few days, noticing who talks to whom, the relationships between men and women teachers, where people sit, and what the general routine is. She knew that tea time is a good time to observe without being obvious because she would also be drinking tea and eating. She observed her own role—becoming aware of who talks to her, what they say, what she wished she could say to them. She thought about what she already knew and what she would have to do to become more a part of this group.

Next, Betsy chose objectives based on what she needed most. She already knows how to request tea-with lots of sugar. What she wants to learn now is how to converse with the teachers socially. She has to decide what specifically to focus on first, and chooses to work on the conversation about the food served at tea time and how to compliment food items brought by other teachers.

At school today, during tea time, Betsy will try not to get very involved in conversations in English or in the new language. She is there to listen and learn.

2. Developing A Lesson

Focusing Attention

Betsy pays attention to the area she has chosen: complimenting colleagues on the food they bring. She has decided to listen for food vocabulary, phrases for compliments and other language that is used as tea is served. She listens for the intonation used with compliments, the responses to compliments, and differences between men and women giving and receiving compliments. She is careful to listen for the word order in the statements and compares it to word order in questions.

Comprehending and Remembering
Betsy listens to specific aspects of the conversation and uses her knowledge of the language and her previous tea time experiences to make some guesses about unfamiliar expressions and phrases. She looks at people's facial expressions when tea is served and tries to guess when they are praising the food and the cook.

When she hears phrases that she doesn't know, she repeats them silently to herself so she can ask someone to explain them. She tries to remember new food vocabulary by thinking of the items within categories: things that are put in tea together and the new sweets by color or texture. She divides compliments by food and drink and homemade versus store bought items. As Betsy gets a feeling for the rhythm and melody of the sounds, she mentally links the sounds and the meaning. Immediately after tea time, Betsy writes down the new language and decides that next time she will bring her notebook and ask another teacher to help her write the new words and phrases right there as she hears them.

Creating the Conversation and Checking for Accuracy
Betsy now writes down what she wants to be able to say and understand, in the form of words, phrases and expressions that she wants to use, questions and expected answers, and a short dialogue that she thinks will work in the tea room. She uses a dictionary, consults a phrase list in the back of her PST language manual, but concentrates on using simple sentence structure that she knows she can manage. Finally, she checks her material for accuracy and authenticity with another teacher , asking for correct forms to use or more natural expressions. (The idea is to start with what you already know and then consult outside sources).

3. Practicing

Listening
Betsy doesn't stop eavesdropping. She listens for compliments at other events, such as parties or dinners, and adds those to her list.

Speaking
Betsy practices saying the new words and phrases until she can do it easily, without looking at notes. She plays some games with local kids to practice the names of food, putting descriptive adjectives or phrases on cards and matching them to certain foods that they like (or dislike). She tries out compliments on her neighbors and other acquaintances and looks and listens for their reactions.

Role-play
Finally, in a little role play, Betsy takes the role of the Volunteer and a friend pretends to be another teacher.

4. Using It

At the next tea time, Betsy waits for the appropriate moment, and surprises her colleagues with her ability to use the language to compliment them on the food they have brought. She rewards herself by having three extra biscuits and an extra spoonful of sugar in her tea.

5. Evaluating

Thinking about the experience
When she has a free moment, Betsy thinks about what happened and writes down some notes. Who did I talk to? What was the reaction of the teachers to my attempts at conversation? Which things that happened that surprised me?

New beginnings
Betsy compares her notes with her original phrases. What are the words and expressions I actually heard and used? What did I learn about the language? She starts listing different ways to compliment the food.

Culture
What have I learned about the culture of tea time at school? What are the conversation topics? Who talks with whom? What are the male/female relationships?

Telling others
Betsy asks another teacher a few questions that remain about the language and the culture and considers doing some drills or playing language games or maybe acting out one more role-play. She discusses the possibility of recording the next tea time and listening to the tape with a friend.

Learning how to learn
Betsy considers how effectively her learning methods worked for her.
- Did it help to write the dialog in advance, or would a collection of phrases have been more helpful?
- Was it worth the preparation and study or should I have just dived into the situation and done as much as I could on the spot?
- In which language areas do I need more practice? What can I do to get this practice?
- How will I remember the new vocabulary?

Planning another lesson
Now Betsy is ready for her next tea time and perhaps for a new topic of conversation. These are possible ways of following up that Betsy might consider:
- Record the tea-time conversation (make sure it's all right with the other teachers) to listen to later. Listen to the tape, repeating after the phrases and trying to figure out the meaning. Then try some of the new words and expressions the next day.
- Practice the language involved in polite passing of food items and requesting items with a friend the day before—by role playing, for example. Do the same with compliments and comments about the food that are appropriate in this situation.
- Tea time is a great opportunity to listen to small talk. Look for topics for other self-study lessons, such as one based on discussing the students in your classes? Learn the words and expressions the other teachers use to describe the students' work habits and intelligence, and their feelings toward them. Or learn to talk about the weather, next weekend's social events at the village meeting center or the party last weekend.

NUTSHELL LESSON PLAN

1. Decide what to learn

--assess your needs
--set goals

2. Develop a lesson

A. **With an informant:** create a dialog, learn a song, listen to a story, describe pictures, Q&A, etc.
B. **On the spot:**
(1) Focus attention: What should I pay attention to?
(2) Comprehend: how can I make sense of this?
(3) Remember: How will I remember it?

Check for accuracy

3. Practice

A. **With an informant:** "classroom" activities
B. **On your own:** eavesdropping, use kids as informants, ask phony questions, make sentences, etc.

4. Use It

5. Evaluate

--Did I get it?
--Did my approach work?

SAMPLE SESSION PLAN

13E. SDL: STRATEGIES AND NUTSHELL LESSON PLAN REVIEW

OBJECTIVES

Participants will:
-review steps in a self-directed lesson
-select strategies that are appropriate for each step

MINIMUM TIME

30 minutes

ACTIVITIES DESCRIPTION

Review: Match steps of a "lesson plan" with sample activities:
1. I described the following as an example of a Volunteer developing his own language lesson.
Situation: PCV Frank knows that he will eventually be running some meetings in the village. It is a kind of formal situation that he is not completely prepared for. He has decided that this will be the subject for a self-directed lesson. For this first time out, he will work on the rather complex opening statement and formal greetings that the leader gives.
2. We put participants into 3 groups and distributed one set of cards to each with headings or activities written on them. The participants needed to put the cards into a sequence, matching the activity(strategy) with the appropriate heading and then put them into a sequence for self-directed learning. When assembled correctly the cards displayed the information below:

-**Focusing Attention** (listen for formal greetings and welcome expressions; watch leader's eye contact and body language)

-**Comprehending** (listen for the very first words that the leader says; notice audience response, i.e. silence or continued chatter)
-**Remembering** (relate new formal greetings that you will hear with the informal ones that you already know; repeat expressions silently to yourself while the leader is saying them)
-**Check for accuracy** (write the formal greetings into a sequence and ask a friend to check them for accuracy)
-**Practice** (Ask a friend to say the greetings and repeat after him; role-play a little with your neighbor)
-**Communication (Use It)** (try these greetings out at the next meeting that you are leading)
-**Evaluate** (watch audience expression when you use the formal greetings at a meeting; ask respected village elders for advice on improving your greetings that you used at the beginning of the meeting; list the strategies that you used and decide which ones worked well and which didn't)

OTHER SUGGESTIONS The discussion that takes place when participants are organizing the cards is valuable

HANDOUTS/ VISUALS
- index cards with the above steps
- Resources for Learning a Language on Your Own

SAMPLE SESSION PLAN

13F. SDL: THE COMMUNICATION PROCESS

OBJECTIVES

Participants will:
- Examine the communication processes of sending and receiving messages;
- Brainstorm ways to use the reading with trainees and PCVS

MINIMUM TIME

45 minutes

ACTIVITIES DESCRIPTION

1. Assign the reading the previous day and ask participants to write three questions that they could give to Trainees.
2. In groups, participants compile and discuss their questions.
3. After 30 minutes, ask the entire group if they have questions about the reading, and if and how they could use this reading with Trainees or PCVs in order to build knowledge of subject (one of the elements of self-directed learning). (Participants agreed that they could use the article like we were, they commented that they had written similar questions, and that the article stimulated discussion.

Sample questions from the participants were:
- What two kinds of messages are sent when we communicate?
- Name the three basic activities during communication.
- How do we learn a foreign language?
- How much weight should we give to 'form' of a language?
- Appropriateness and accuracy are all essential goals of learning a foreign language. How would you balance the two in a learning context?
- When does misunderstanding occur in communication?
- Why are referential and social messages necessary in communication?

OTHER SUGGESTIONS

Potentially powerful reading for discussion of language and culture.

HANDOUTS/ VISUALS/ RESOURCES

How to Be a More Successful Language Learner by Thompson and Rubin (chapter 5)

HOW TO DO IT

EVALUATING STAFF TRAINING EVENTS

WHY DO EVALUATIONS?

Like all other aspects of training, TOTs and other staff training events should include a formal evaluation by the participants. Elsewhere in this Resource Kit we discuss in more detail reasons why evaluation is important, and in particular its usefulness in refining and improving training design.

WHAT TO EVALUATE?

Evaluation forms typically ask for participant feedback on the usefulness of specific sessions, and the overall organization of the training. The scope and organization of your evaluation will, of course, depend on the different kinds of training event you are evaluating, and reflect the different goals of your particular event. For example, if your TOT includes a component to observe teacher performance and make final staff selections based on such performance, you will want to find out how effective and fair the process was from the participants' point of view. If you held the training in a new site you will probably want to include questions on how the participants felt about the logistical arrangements and the location of the event.

In Section 3 (Curriculum Development) there is a discussion of general guidelines offered by the *PATS Training Supplement* on the kinds of information (about content, process, management and outcomes) that your evaluation should be designed to elicit. You should review that information before designing an evaluation form for your own TOT. But remember that you will also want to design an evaluation form and process that will get the kinds of information that you consider most necessary for your specific needs.

WHEN TO EVALUATE?

The most typical time to ask for an evaluation is at the very end of the TOT when participants' memories about design and delivery are still fresh. However, some programs also ask teachers to evaluate the TOT as part of the overall training at the end of the PST. This allows participants to comment on how useful various elements were at preparing them for the PST. By seeing how prepared (or unprepared) they were for various duties, it allows them to give specific practical suggestions for future trainings.

HOW TO EVALUATE?

The pros and cons of various program assessment instruments (open-ended responses vs. numerical ratings, written form vs. oral interview. etc.) are discussed in other sections of this Resource Kit (in the discussions of needs assessment and curriculum evaluation in Section 3 (Curriculum Development), and in Section 7 (Assessment). You may want to review those sections before you decide on a final format for your own evaluation. As with all evaluation, you should strive for a system that is easy to administer and analyze, and that elicits useful information for redesign and improvement of future TOTs.

SAMPLES FROM THE FIELD

SAMPLE TOT EVALUATION FORMATS

Here are two evaluation forms that were developed for different kinds of TOTs. The first is a general TOT evaluation developed by Peace Corps Romania. The second is the form that was developed to evaluate not only the TOT sessions but also the teacher selection process in a Selection TOT developed by Peace Corps Nepal. As with many of the forms included in this manual, the space provided for participant responses was larger than shown here.

TOT EVALUATION FORM
PEACE CORPS/ROMANIA

(1 = strongly disagree 3= indifferent 5 = strongly agree)

1. The TOT was well organized :	1 2 3 4 5
2. The objectives were clear to me :	1 2 3 4 5
3. The objectives were fully met :	1 2 3 4 5
4. The content was relevant to my work:	1 2 3 4 5
5. My attendance at the TOT will prove beneficial :	1 2 3 4 5
6. I felt I was encouraged to participate :	1 2 3 4 5
7. Overall, I consider the workshop (poor to excellent):	1 2 3 4 5
8. I feel I am prepared to teach:	1 2 3 4 5
9. The sessions were well sequenced:	1 2 3 4 5
10. I feel I have a good understanding of what it WILL be like :	1 2 3 4 5

The atmosphere was :
The presentations were :
The materials were :
The Practice teaching was :
One session I liked in the TOT was:
because:
One session I thought was not so useful was:
because:
One important thing I learned is :
One suggestion I would like to make :

SCREENING WORKSHOP
EVALUATION SHEET
PEACE CORPS/NEPAL

We want to make sure that this workshop meets your needs and presents information to you clearly and simply. With this in mind, we ask for your comments here:

Would you please take a moment to fill this out and send it back ? We will take your comments into account for future use. Thank you ! Please return this form to: _____

Your Name and Address (optional)

Please give examples ! Which session (s) of the Screening Workshop have you found most and least useful:

1. Qualifying process was helpful or not helpful because -

2. Guidelines for Professional Trainer Behavior was important / Not important for my need because -

3. Adult Language Learning was useful or not useful for me because -

4. Feedback (Theory and Practice) was useful or not useful for me because -

5. Learning Style sessions were useful or not useful for my needs because -

6. Language demonstration lessons were helpful or not helpful because -

7. Peer Teaching was good or not good for me because -

8. Individual Progress Conference was helpful or not helpful for me because -

HOW TO DO IT

TOT FINAL REPORTS

PURPOSES OF A FINAL REPORT

Writing a final report of your TOT is important. It establishes a record of how the training was organized, what worked well and what didn't, and what particular recommendations you have for future training events. Although the final report for TOTs is generally not as extensive as those for PST, they are nonetheless a valuable tool in upgrading and improving your training design. A number of final reports from different kinds of TOTs are included on the CD-ROM that accompanies this manual and can be used as another source of information on different kinds of program designs.

FINAL REPORT FORMAT AND TOT PLANNING

Also, like PST Final Reports, it's important to set up a procedure for recording session designs and, in particular, making comments about their effectiveness and any recommended changes **while** you are conducting the TOT. Although this initial evaluation is from the trainer's perspective, it still provides important information for others who might want to replicate or revise the session. While these session descriptions may not appear in their full form as part of your final report, they are nonetheless important. You can integrate information from participant evaluations at a later stage. Other typical contents, (such as a program overview descriptions or schedules) will need to be part of your TOT preparation process, anyway. So formulating a final report should be neither difficult nor time consuming.

BASIC ELEMENTS OF A TOT FINAL REPORT

TOT Final Report formats are much less extensive than those required for PSTs, and they vary from post to post. But at a minimum, they should contain the following:

- information on logistics and scheduling--where the TOT was conducted, how long, etc.
- description of training staff and participants (number, background, required skills, etc.)
- overview of program goals and objectives and the basic design of the event (number of days
- information on sessions and schedule
- summary of participant evaluations
- recommended follow-up training needs for this group.
- recommended design changes for this kind of TOT that would make it more effective for the next group.

SAMPLES FROM THE FIELD

SAMPLE TOT FINAL REPORT

Here is the final report of a TOT developed by Peace Corps Bulgaria. Although the schedule for this TOT is not included in the final report format, a descriptive overview provides an accurate record of the major design features.

Peace Corps / Bulgaria
Training of Trainers
May, 17 - 19 & June 6 - 7, 1996

Final Report

Time
The TOT was held in two rounds of 5 days altogether - May, 17 - 19 and June, 6 - 7. The workshop was followed by one week of preparation and lesson planning for the language staff prior to the Trainees' arrival.

Site
The venue of the TOT Workshop was very convenient with a nice training room which allowed for a comfortable and relaxing atmosphere. This was very important having in mind that the first TOT was the final selection stage for the new applicants and the second TOT brought together teachers that had worked previously for PST '95 and ISTs during the year for the currently serving volunteers.

Workshop Goals
- To familiarize participants with Peace Corps - its history, goals and language training program.
- To help participants develop appropriate teaching skills for a Peace Corps' competency-based approach
- To help language training staff to build teamwork and plan for upcoming Pre-service Training.

Facilitators
Main facilitator: Language Coordinator, Peace Corps/Bulgaria Co-facilitators: Program and Training Specialist, Peace Corps/Bulgaria 2 Lead Teachers (the members of the Curriculum Development Team) Language Instructors that have been working for Peace Corps since PST '95.

Participants
There were 15 participants at the first TOT - 12 Bulgarians and 3 Macedonians. For all of them this was the first encounter with Peace Corps' methodology and training principles. The teachers were selected after a two-step procedure, which included a careful study of their application papers and an interview held with the PTS, the Language Coordinator and the Lead Teachers. The PC PTS and the PST Project Director attended the opening sessions of the first TOT and they both introduced themselves to the participants which had a very positive effect on the whole group.

Procedures for Selection
The people selected to come to this final selection stage had to submit a lesson plan of one of the lessons from the PST Language Manual distributed to them after being selected at the interviews. At the end of the first and second day of the TOT they had been given homework assignments - to write out the cultural notes that they think should be incorporated in a lesson on a certain topic; to write out one stage of a lesson plan (lessons from the Manual were distributed). On the final day the participants had to present a lesson using appropriate visuals and materials.
After the TOT the Language Coordinator and the two lead teachers discussed their observations and went over the assignments and the lesson plans submitted and selected 6 people to work with the 6 teachers from last year's PST. These 12 people were invited to the second TOT at which the people from last year facilitated some of the sessions.

Workshop Procedures
As most of the participants were new to Peace Corps, the first round of the workshop was devoted to information about Peace Corps, the organization of the whole training process, Peace Corps training philosophy. Most of the participants commented in the breaks and in their evaluation forms at the end of the first TOT on the amount of useful information they received during these two days. As the workshop progressed, practice dominated over theory. The participants were invited to actively participate in every session. The activities were designed for all possible pair and small group formations to encourage voicing opinion, lively discussions and debates. For the most part the sessions were practically-oriented and participants were expected to do lesson plans and to do micro-teaching as well. Though few of the participants had met each other before, they got to work very well together and made an active team right from the start. They felt easy and relaxed with each other. This provided a wonderful atmosphere for comments and discussions, for offering suggestions.

The second round of the TOT was for all the teachers selected to work for PST '96. "Old" and "new" teachers worked very well together. There was not any frustration among the group. "Old" teachers were eager to share their ideas with the "new" ones, while exhibiting great tact without being imposing. "New" teachers were responsive and eager to ask questions, while giving new ideas about certain aspects of the training.

Materials
A good stock of materials was used and all the information presented in all the sessions was supported by appropriate handouts for the participants. Basically, the materials used were:
- Peace Corps Language Training Curriculum
- TEFL/TESL: Teaching English As a Foreign or Second Language
- Language Training Reference Manual

- Teacher Training Through Video:
  A Training Resource Guide
  ESL Techniques - TPR
- TOT materials on disk from OTAPS and other posts

For any further reference see the *TOT folder* with TOT schedule, session design, handouts and transparencies.

Achievements

The greatest achievement of the workshop was that people got to know each other and they got quite a clear idea of what their work with Peace Corps would be. They not only fell into the spirit of team work but seemed to enjoy it as well. On the whole, they seemed to make a very good team.

The fact that the new applicants had been asked to write out a lesson plan prior to the training helped a lot to assess the skills they had in this area before being acquainted with the Peace Corps language program requirements.

It was really nice that the "old" teachers were asked to facilitate some of the sessions in the second round of TOT. This raised their confidence and was a good sign to the "new" people that opinions are valued and responsibilities shared among everybody.

This year the first round of the TOT was extended to three days as compared to last year when it was only two. One day really mattered for the selection stage of the training since there was adequate amount of time devoted to the more practical aspect. This gave a better idea of the teaching skills of the participants. The second round was also more effective, since half of the people were familiar with Peace Corps training methodology.

It was nice that Peace Corps provided lunch for the participants. Having lunch together brought all the participants together and this helped to establish a relaxed working atmosphere among both facilitators and participants.

General Recommendations

- The TOT schedule and session design for next year should be carefully thought over. Special sessions should be designed especially for the language instructors who will have had two years of experience with Peace Corps.
- Involve as many people as possible in facilitating sessions.
- More specific cross-cultural training should be provided for the language staff.
- Plan for the "new" language instructors to meet with some of the currently serving Volunteers, just to provide an opportunity for them to talk to them. This will be the first encounter for most of them with Americans.
- Think about ways to involve Volunteers in the selection process.